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ABSTRACT

The objective of this practicum was to develop and evaluate a process of self-actualization for promoting personal and professional growth in teachers. The process that was developed and implemented involves eight steps: (a) the "ideal me-teacher," (b) the "me-now teacher" by the principal, (c) the "me-now teacher" by the teacher, (d) improvement of communication with numbers, (e) compromise, (f) decision concerning self-actualization level, (g) development of strategies, and (h) final assessment of teacher growth. Subsequent investigation showed that most participating teachers at Belmont Junior High School actualized in a positive direction toward becoming more effective teachers. Application of this process in another elementary school and at another level of educational supervision suggests that the process may be useful to teachers and administrators at any level. Appendixes include teacher evaluation forms, ratings of the teacher from the perspective of the teacher and the principal, a growth chart, and a survey on self-actualization. (Author/PD)

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A SELF-ACTUALIZATION PROCESS FOR TEACHERS

By Maran Doggett

May 1974

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INTRODUCTION

Many teachers and administrators in education have expressed dissatisfaction with the way teachers are evaluated; the evaluation process has little effect on improving classroom instruction.

This report suggests a different manner of assisting teachers in personal and professional growth which improves classroom instruction. The key is in the philosophy and system of teacher evaluation.

A section is devoted to the need for a change in evaluation strategy and another to the process of self-actualization as it applies to education. Considerable space is given to an explanation of the step by step self-actualization process used in this project.

The appendixes are full of actual documents which illustrate how the process works and what took place over a period of six to eight months with nine teachers and one principal. For the sake of space, only five of the nine teachers were used as examples. Their names have been substituted with letters: A, B, C, D, and E.

Personal reactions of the participants, comphresive evaluations by the teachers and principal, and many positive outcomes of the process indicate that it was very worthwhile for most of the participants.

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Just as evaluation should be an intregal part of the instructional process with students, so must it be for teachers and principals. Teachers and principals should not delay the important business of teacher evaluation until the end of the school year. Instead, they should work together regularly in developing and sharpening good self-assessing tools and skills to be used to improve instruction. This report offers insight into such skills and tools.

The works, theories, and philosophy of Abraham Maslow excited the curiosity of this writer and serve as a foundation for the project. It is for this reason that Maslow is referred to throughout this report.

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A SELF-ACTUALIZATION PROCESS FOR TEACHERS

SELF-ACTUALIZATION: ITS DEVELOPMENT AND MEANING

During the 1940's and 50's Abraham Maslow, a noted humanistic psychologist, did considerable research into the rationale on which psychological therapy is based. What he discovered was revolutionary: the science of psychology, just as medicine, is geared to the sick instead of the healthy. Maslow contended that until clinical psychologists were certain as to what a psychologically person was, their treatment of the sick would lack direction. To Maslow, treatment of the emotionally ill should be based on the attitudes and behaviors of the healthy, well functioning human being instead of the sick, which had been a Freudian assumption. Maslow, therefore, began extensive research into the habits, attitudes, and characteristics of healthy, normal people who seemed well adjusted to society.[1]

From his research, Maslow concluded that the secure, well adjusted person goes through an important growth process which he called "self-actualization." The term is not original with Maslow, but his research is probably most extensive in the area. Many other psychologists

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[1] Colin Wilson, New Pathways In Psychology: Maslow and the Post-Freudian Revolution, New York: Taplinger Publishing Company, 1972, p. 171.

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such as Carl Rogers and Kurt Goldstein have their own definitions of self-actualization. But according to Maslow, "All definitions accept or imply acceptance and expression of the inner core of self, i. e., actualization of these latent capacities, and potentialities, full functioning, availability of human and personal essence."[2]

Maslow also developed a hierarchy of human needs in which he explained human motivation. He maintained that all humans have needs which fall into five levels: physiological, safety, love, esteem, and self-actualization. When one is satisfied, then it is possible to move up to the next level.[3] At the apex of the needs scale is the need for self-actualization, or as Maslow says, "The need to become everything that one is capable of becoming."[4] It is very important for the first four levels to be satisfied if the person is to have a good opportunity to self-actualize. At first Maslow felt certain that a person could not self-actualize unless he first fulfilled his physiological, safety, love, and esteem needs. Before his death, in 1970, he decided that self-actualization does not necessarily occur when lower needs are meant.[5]

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[2] Abraham H. Maslow, Toward A Psychology of Being, 2nd ed.; New York: Van Nostrand Reinhold Company, 1968, p. 197.

[3] Wilson, op. cit., p. 163.

[4] Ibid., p. 163.

Maslow's search into the meaning and implications of self-actualization was extensive, and in one work he lists and explains 43 major propositions about this process.[6] Wight and Doxsey have combined and condensed the list to 14 characteristics of the self-actualizing person. Careful consideration of these behavior characteristics will provide more insight into what a self-actualizing person is:

1. Superior Perception of Reality--able to judge both situations and people more accurately than less healthy persons.
2. Acceptance of Self, of Others, and of Nature--an appreciation of the uniqueness and intrinsic value of each individual (including oneself) and nature as it is experienced.
3. Spontaneity--the capacity to experience and to respond to that experience with full awareness and appreciation of feelings engendered.
4. Problem-Centering--the capability and tendency to lose oneself in a meaningful task.
5. Detachment and Desire for Privacy--the ability to be alone with one's own thoughts and creative pursuits.
6. Autonomy and Resistance to Resist Enculturation--independence in judgement, with the ability to formulate his own values and standards within the

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[5] *Ibid*.

[6] Maslow, *op*. *cit*., pp. 189-214.

press of culture.

7. Freshness of Appreciation and Richness of Emotional Reaction--related to spontaneity, above.
8. Higher Frequency of Peak Experiences--Maslow contended that the person who is more spontaneous, more willing to experience, and more in touch with his feelings will have deeper, almost mystical experiences.
9. Stronger Identification with the Human Species--feeling for others that extends beyond friends, family, race, or nationality to mankind in general.
10. More Effective Interpersonal Relationships--the ability to establish close, undemanding and nonpossissive relationships with a few persons and effective even though not close relationships with a larger number of persons outside this small group.
11. Democratic Character Structure--respect for others, no need to exert power or control over others.
12. Ethical Certainty--well-developed system of values, ethics, and ideals for the regulations of one's own life.
13. Unhostile Sense of Humor--spontaneous sense of humor related to the situation; not destructive or hostile.
14. Creativeness--creative approach to life in general, the ability to identify fresh solutions to life's daily problems.[7]

Maslow asserted that, "Healthy, self-actualizing people are most integrated in another way. In them the conative, the cognitive, the affective and the motor are less separated from each other."[8] The self-actualizing classroom teacher who combines these domains can do more to effect positive growth and development in himself, in his fellow teachers, and in his students. This practicum set out to assist teachers at Belmont Junior High in actualizing their potentials in order to become more effective teachers.

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[7] Albert R. Wight and James R. Doxey, Measurement of Affect and the Humanizing of Education, Salt Lake City: Interstate Educational Resource Service Center, 1972, pp. 66-67.

[8] Maslow, op. cit., p. 208.

A NEED FOR CHANGE IN TEACHER EVALUATION

Effective teacher evaluation is necessary to the improvement of the instructional process and is the primary supervisory role of the principal.[9] There is considerable research which provides evidence of the need to appraise teacher attitudes and methods. This premise is supported by pilot studies done by the Co-operative Program in Education Administration and the co-operative action research on the group dynamics of the Association for Supervision and Curriculum Development.[10]

The rationale for teacher evaluation and the methods used to assess growth are important issues in this report.

One of the most popular ways of evaluating teachers is to rate them based on a preprinted list of performance standards. (See Appendix A for examples.) The NEA Research Division found 58 percent of all urban school systems using standard teacher rating systems. These rating systems have one thing in common: they all sort teachers into ranks similar to A, B, C, D, F students with little teacher consultation.[11]

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[9] J. Minor Gwynn, Theory and Practice of Supervision, New York, Dodd, Mead, and Company, 1961, pp. 19-22.

[10] Ibid., p. 404.

Surveys conducted by the NEA of teachers' reactions to the way they are evaluated by their supervisors reveal much teacher dissatisfaction. In her review of the survey responses, Hazel Davis notes that "21 percent of the teachers did not know whether or not written evaluations of their work had been made."[12] She further states that 28 percent of the teachers indicated they saw no written evaluation of their performance; more then 50 percent held negative views about the manner in which they were evaluated; and 70 percent of the teachers reported that their evaluations had little or no impact on improving their teaching.[13]

Davis concluded that, "Progress would seem to lie in the direction of the fullest participation of classroom teachers themselves in efforts to realize the benefits that seem possible in professional evaluation of teachers' services."[14]

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[11] The Secondary School Principal In Action, ed. by Leonard E. Kraft, Wm. C. Brown Company Publishers, 1971, p.186.

[12] Ibid., p.191.

[13] Ibid., pp. 190-191.

[14] Ibid., p. 191.

Hain and Smith also express dissatisfaction with the teacher rating system as a means for improving instruction. They recommend that standards and procedures be developed jointly by the principal and teacher involved.[15] The process of working together as a team in developing an evaluation stategy or tool would certainly improve communications between the principal and the teacher and thus be of mutual benefit. An important tenet of good evaluation in education is mutual understanding between the person being evaluated and the evaluator. Most traditional teacher evaluation systems do not encourage mutual understanding. This practicum did.

Melvin Tower provides an interesting comment on the value of teacher evaluation which is based on an project involving the Indianapolis public schools. Teachers and principals were asked to rank 20 in-service practices in terms of the benefits received. Teachers ranked principals' evaluations of teachers seventeenth, and principals ranked them nineteenth.[16] Neither felt that their present system of evaluating teachers was effective in improving the teaching-learning process.

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[15] John H. Hain and George J. Smith, "How Principals Rate Teachers", American School Board Journal, 155, February, 1968, 18.

[16] Selected Readings on General Supervision, ed. by James Heald, Louis Romano, and Nicholas Georgiady, London: The Macmillan Company, 1970, p. 339.

This principal's experiences with teacher evaluation, both, as a classroom teacher and administrator, re-enforce the research referred to above: the traditional method and philosophy of teacher evaluation have little positive effect in improving the teaching-learning process. The process of self-actualization, which is the subject of this report, does more to assist teachers in improving the teaching-learning process than the traditional techniques of teacher evaluation.

This writer does not propose that all formal teacher rating systems be discarded. Nor does he maintain that only one system should be used to the exclusion of others. In the view of this writer, a system of self-actualization for teachers could supplement, if not replace, the systems already being used. It should also be noted that this system may not be valuable for all teachers. Only the teacher and principal who put it into practice can decide on its real merit.

SELF-ACTUALIZATION IS USEFUL FOR CLASSROOM TEACHERS

Traditionally many teachers have relied heavily on principals and other supervisors for direction in improving their teaching performance. Although principals' and supervisors' constructive appraisals of teacher performance can be helpful to teachers, there is no substitute for objective self-appraisal of one's own growth and development. Certainly, one generally has more motivation for striving to fulfill his own goals than those placed upon him by another person. The self-actualization process encourages the teacher to set his own personal and professional goals. The principal's role is to help the teacher look at himself realistically and assist the teacher in actualizing into the kind of "teacher-person" which the teacher really wants to become. This principal found that all teacher participants wanted to become better persons as well as teachers. Appendix C contains goals formulated by five of the teachers involved in this project; the goals are referred to as the "Ideal Me-Teacher".

This process was particularly useful for teachers in at least three different ways: it encouraged then to set meaningful goals for their own self-improvement; the process gave them an opportunity to see themselves more realistically; and it helped teachers in actualizing personal and professional qualities which increased their effectiveness as human beings and classroom teachers. These three areas, and others as well, will be explored in greater depths in this report. The important thing at this point is that the reader understands that this system was designed especially for teachers, and it was found to be of great value to most of the classroom teachers who participated.

EXPLANATION OF THE SELF-ACTUALIZATION PROCESS FOR TEACHERS

The Process Must Be Voluntary

The teachers should be informed that the aim of this process is to assist them in self-improvement. A full explanation of the roles of the principal and the teacher should be given. A brief written resume of the step by step process should also be made available to each interested staff member. Such a resume is found in Appendix B.

The principal should be very explicit that there is no guarantee of success, and each teacher should think about the process and discuss it with the principal before making a decision to participate. Nevertheless, teachers must feel free to drop out of the project whenever they desire. It is crucial that no pressure be exerted on anyone to get involved; the decision must be an individual one without pressure from the staff or the principal. Both the principal and the teacher must feel comfortable with the teachers' involvement. The principal should explain that interested staff members should take the initiative with him, if they want to get involved. All should be assured that their participation is voluntary with no repercussions for non-partipation. It must also be made clear that nothing concerning the process will be placed in personnel records, unless the teacher wants the information to be included.

This project was implemented at Belmont Junior High, which has a staff of 15 teachers. At the outset, nine teachers decided to participate. Of the nine, one resigned her teaching position, but she was replaced by a first year teacher who became involved in the self-actualization process after being on the staff for five months. After completing the third step of the process, one teacher lost interest and dropped out. A total of eight teachers voluntarily participated in the process.

The Participants Represented A Good Cross Section

The participants were varied in educational philosophy, years of teaching experience, sex, and in social background. Prior to this practicum, two had progressive orientations, and the other six were moderate to traditional. Years of experience ranged from one to 14 with the average of all the teachers at 4.5 years of experience. There were four males and four females from four different parts of the country. Two held master's degrees, and each specialized in a different subject area. About the only things which they held in common were: they were all married, and each expressed a desire to improve their teaching.

The Process Involves Eight General Steps

The teacher participant goes through eight general steps which are designed to help him actualize potential qualities. There can be deviation from the steps, depending on the needs and desires of the teacher. Approximately six months are needed to complete the steps; this depends on the individual-- his commitment and personal organization. Before each step is completed the principal and teacher agree on the next activity and date for the subsequent meeting. Appendix B provides a resume of the eight steps; however, each step of the self-actualization process, which is subject of this report, is discussed below.

Step One: The "Ideal Me-Teacher":

The teacher carefully, and independently, formulates a list of qualities, traits, or characteristics which he feels would make him the ideal teacher, if he could actualize them. Teachers are encouraged to dream about the way they would really like to be, and then characterize this dream in a series of statements or phrases in any random order. The principal encourages the teachers not to be reluctant or afraid to write anything, for nothing is held against the person in any way. The principal has the chance to prove that he means what he says with his actions; he must assure the teachers with his words and actions that he can be trusted. Since teachers are not held accountable by the principal to actualize their ideal teacher qualities, they are more comfortable in listing things which may be very difficult to achieve. Teachers must hold themselves accountable, if anyone is.

The punctuation, neatness, spelling, or form of the "Ideal Me-Teacher" are of little consequence. The teacher must not be permitted to compromise feelings or aspirations due to the format of the activity. The important issue is that the teacher expresses himself sincerely, honestly, and enthusiastically.

Appendix C contains actual descriptions of the "Ideal Me-Teacher" by some of the participants in this practicum. Notice that the first step was completed in September-- the beginning of the school year.

Step Two: The "Me-Now Teacher" By The Principal:

Upon completion of the "Ideal Me-Teacher" list of qualities and characteristics for which the teacher is striving to actualize, it is given to the principal. The principal then formulates a series of statements indicating where he feels the teacher is at that time in relationship to the teacher's perception of the ideal teacher. The principal points out any discrepancy or consistency which he senses or has observed in the teacher between the "Ideal Me-Teacher" and the "Me-Now Teacher".

To be effective, the principal must be well acquainted with the teacher. In all cases this principal had worked with the participants for one, two, or three years. After implementing this process with a teacher there is little question that the two will better know and understand each other.

Neither the principal or the teacher has anything to prove in this step of the process. For instance, the principal need not back up everything he says with concrete examples, A principal should be fair and refer to actual examples of performance whenever possible. The principal's statements or definitions of where he feels the teacher is must be tuned entirely to what the teacher wants to actualize in himself-- not what the principal might want the teacher to become. Nothing said or done in this process is used against the teacher, and the teacher must be convinced of this if it is to be effective.

Teachers' perceptions of their "Ideal Me-Teacher" and "Me-Now Teacher" differed greatly in emphasis, length, and thoroughness. Some teachers listed eight ideals while others listed as many as 48. (See Appendix C for comparison.)

The principal does not share his "Me-Now Teacher" explanations with the teacher until the teacher has developed his own "Me-Now" definitions(next step) explaining specifically where he thinks he is in his own growth and development toward actualization of his ideal teacher.

"Me-Now Teacher" explanations written about teacher participants by this principal are found in Appendix D.

Step Three: The "Me-Now Teacher" By The Teacher:

Steps two and three take place at the same time. While the principal is writing a series of statements or definitions relative to the teacher's ideal self, the teacher does the same thing. The principal must encourage the teacher to be objective, honest, and self-assessing. At this point, the teacher is only concerned in describing his attitudes, values, teaching skills, personal attributes, etc., as they exist or as they are. He is not concerned in this step with the way he would prefer things to be.

The teacher must not feel inhibited in his written expression because he is afraid the principal will catch a misspelled word or a poorly punctuated sentence. Instead the writer should look inwardly for the truth about his actual performance and do his best to verbalize the discrepancy or consistency between the way things are ("Me-Now") and the way he would like things to be ("Ideal Me").

Many teachers indicated that it was much easier to describe the way they would really like to be as persons or as teachers than it was to explain where they were presently in their personal growth and development. It was a healthy, self-provocative exercise in self-analysis of personal and professional qualities. Copies of teachers' "Me-Now" clarifications are in Appendix E.

Step Four: Improving Communication With Numbers:

The teacher and principal rate their "Me-Now Teacher" on a scale of one to 20. The ratings are not shared at this time between the two parties. Each item or characteristic is assigned a number by its writer. The highest number indicated the ideal. In other words, 20 means that the person feels he has totally actualized the ideal quality for which he is striving. The lower the number, the greater the discrepancy between what the teacher wants to become and where the teacher is in his actual performance. Each statement is rated in terms of the degree of actualization that has occurred in the view of each writer-- the principal and teacher.

The primary purpose of the rating scale is to help sharpen communication between the two parties. What cannot be explained in words might be clarified with numbers.

If the teacher has 20 statements characterizing his "Ideal Me-Teacher" and, therefore,20 clarification statements in his "Me-Now Teacher", then numerically speaking his ideal teacher would be 400 (20 x 20). If the ratings on the "Me-Now Teacher" statements total 150, then the difference in numbers between where the teacher is and where he wants to be the general range for self-actualization. In step five the principal and teacher compromise their ratings as they weigh actual performance against the teacher's ideals.

The rating system does not tell the teacher how good or bad he is. It only aids the principal and teacher in recognizing discrepancies between their perceptions. The numbers may also help both see more clearly the distance between the ideal and the real.

Step Five: Achieving Compromise:

The teacher and principal come together to discuss the "Me-Now Teacher" statements which each prepared. The main purpose of their meetings is to reach a definite understanding and agreement about where the teacher's level of performance is relative to where he would like it to be. The theory is that two honest perspectives are better than one in helping a person gain deeper insight into his own strengths and needs. The teacher and principal discuss, question, and compare their "Me-Now" statements in a non-threatening, caring way. Any discrepancy in feeling or judgement should be compromised. The result of the compromise is reflected in a negotiation of the numerical ratings. For instance, if the teacher rates himself 12 and the principal rates the teacher 14, then the principal takes the initiative to compromise the rating at 13.

This principal found it helpful to begin the conference with a review of the purpose of the entire process and to reassure the teacher that nothing would be used against him. Each teacher understood that a regular evaluation would be completed on him by the principal at the end of the year or semester. Teachers were told that none of the information resulting from this process would be placed in their personnel files unless the teacher requested this be done.

After reading my "Me-Now" statement, the teacher was ask to read his aloud, and we then discussed and clarified our views. It was intriguing that the ratings were so close; generally we were within two or three points of each other, and the words seemed fairly consistent with the ratings.

With most teachers, two or three one hour conferences were needed to reach agreement.

Step Six: Deciding On A Self-Actualization Level:

At the conclusion of the dialogue in the fifth step the compromised ratings are totaled, and a realistic level of actualization for which the teacher and principal will strive is agreed upon.

This writer developed a personal growth chart on each teacher which demostrates movement toward the actualization level, which the teacher and principal feel is within the potential of the teacher. For example, if the teacher's perfect rating is 300 (20 points times 15 statements), and his "Me-Now" total is 130 (compromised total of points on each statement times 15 statements), then a self-actualization range might be set at 225 to 265. Some of the growth charts used with teachers are contained in Appendix F.

If the teacher can achieve this general level of actualization and experience a feeling of self-fulfillment from having realized his potential; if he feels his performance is more consistent with his ability; and if he feels more in harmony with himself; then the process of self-actualization which Maslow describes is probably occuring.[17]

Step Seven: Developing Strategies:

After the initial dialogues and setting an actualization level, the teacher and principal agree on some strategies for helping the teacher achieve self-actualization. The strategies were implemented over a period of approximately six months.

The heart of this process is self-will. If the process is going to be effective, the teacher must have a determination and will to activate latent skills, feelings, and attitudes into purposeful teaching-learning activities and meaningful human relationships.

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[17] Robert F. Biehler, Psychology Applied to Teaching, New York: Houghton Mifflin Company, 1971, pp. 572-574.

Strategies varied, of course, from individual to individual; however, some strategies were used by many of the teachers. Some examples are listed below:

1. Increase the number of conferences between the teacher and principal.
2. Assessment of actualization process by the teacher and principal at regular intervals.
3. Written memos from the principal to the teacher re-enforcing positive growth.
4. A series of written and verbal reminders from principal to teacher of the ideal qualities to be actualized.
5. The teacher listing of five specific things the principal could do to help the teacher actualize. See Appendix F.
6. The use of growth charts. The two parties agree on the growth rate and illustrate it on the growth chart. See Appendix F.
7. Group meetings with teacher partipants to explore Maslow's theory of self-actualization.
8. Suggested readings related to the teacher's goals.
9. A survey designed to give the teacher an idea about his actualization in comparison to others. This survey is found in Appendix F.
10. Classroom observations by the principal in which he looked for particular behaviors to be actualized.
11. Feed back from other teachers and students concerning the attitude and performance of the teacher participant. Appendix F provides three different tools used.

12. The teacher and principal rate the teacher on degree of self-actualization in each characteristic. Only numbers are used. See Appendix F.
13. Written sentence descriptions of the teacher's self-actualization of ideal qualities. Appendix F contains descriptions.

Step Eight: Final Assessment Of Teacher Growth:

The teacher and principal do essentially the same thing here that was done in steps 2,3,4, and 5. The teacher and principal review the teacher's performance in relation to his "Ideal Me-Teacher" and draw conclusions about the teacher's progress. This step usually takes place about six months after the first step is completed. Also, the teacher is asked to evaluate the effectiveness of the process. This step gave this principal insight into the value of the system for individual teachers; some could certainly benefit more than others, depending on one's commitment to the process.

The final "Me-Now Teacher" documents and some teacher evaluations of the process are in Appendix G.

EVALUATION OF SELF-ACTUALIZATION PROCESS

Five Teachers Show Marked Growth

Five of the nine participants showed marked growth after being involved with the process for six months. These five either attained or came very close to attaining the self-actualization level agreed upon at the outset of the process. The pre and post ratings agreed upon by the principal and teacher are presented in Table 1.

TABLE 1

Pre and Post Ratings of Teacher by Teacher-Principal Team

Teacher	Pre Rating (September)	Post Rating (March or April)
1. Teacher A	163	189
2. Teacher B	160	215
3. Teacher C	88	152
4. Teacher D	247	292
5. Teacher E	703	767

Each teacher strove to reach a pre-determined self-actualization level which was agreed upon by the principal and teacher. The growth potential of the teacher, as viewed by the principal and teacher, in light of the teacher's past and present performance helped determine what the self-actualization level of aspiration should be. The final evaluation of the teacher's performance or actualization level in relation to the pre-determined self-actualization level of the five teachers referred to in Table 1 is presented in Table 2.

TABLE 2

Degree of Self-Actualization Based on Teacher-Principal Ratings[18]

Teacher	Pre-Determined Actualization Range (September)	Actualization Level Achieved (March-April)
1. Teacher A	190-220	189
2. Teacher B	220-250	215
3. Teacher C	150-175	152
4. Teacher D	310-340	292
5. Teacher E	730-780	767

The teachers not represented in Tables 1 and 2 made progress, but not to the extent of the other five. Their personal commitment to the process and their administrative organization were obstacles to greater success.

Testing For Self-Actualization

An important characteristic of a self-actualizing person according to Maslow is experiencing a phenomenon which he called "peak experience." Maslow defines the peak experience as a "Mystical illumination or ecstasy or trancendent experience."[19] The peak experience is a healthy, creative mental-emotional activity which is an important clue to the self-actualizing person that he is indeed actualizing. Maslow contends that the peaker reaches his higher, transcendent nature which is part of his essence.[20]

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[18] The verbal communication was more valuable than the rating system. It must be stressed that the rating system was only an aid to communication and a convenience for reporting and charting growth.

Maslow once told Colin Wilson, a fellow psychologist, that "Music had been an unfailing source of peak experiences throughout his life."[21] This principal conducted an experiment with music as a test to see if a peak experience could be felt by the teacher participants and me. If so, it would be an indication that we might be self-actualizing. After defining what a peak experience was, the teachers and I agreed to listen to some music very intently. The music would determine the course of our thoughts and feelings. Each could write thoughts as the music played, or one could jot them down after the music stopped. Either way, each agreed to share his reactions to the music with the rest of the group.

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[19] Abraham H. Maslow, Religions, Values, And Peak-Experiences, New York: The Viking Press, 1964, pp. 19-20.

[20] Ibid., p.xvi.

[21] Wilson, op. cit., p. 133.

At the conclusion of the music each sat silently writing down his reactions. Then each teacher orally shared his reactions with the group. All without exception expressed several feelings held in common: a more positive view of life, a greater zest for living, acceptance of fellow human beings, and an appreciation of freedom. We were all so excited about our experience that we tried it again! One teacher became so excited that she carried the idea to her classes. Another teacher, who has been on the staff five years, impressed this writer for the first time in four years with his ability to orally verbalize himself in a very creative way. After the meeting, I wrote him a note sharing my positive reaction to his creativity. He returned the following note to me:

> To: Principal
>
> From: Teacher B
>
> Topic: Peak Experience
>
> That's the first time I've ever revealed that much of myself in front of people other than my family. It was an enlightening experience.
>
> Thanks!

This reaction, in particular, was evidence of a fuller functioning person.

The experiment was successful in producing a peak experience in each participant which, according to Maslow, is an indication that self-actualization is taking place.

School System Awards Teachers In-Service Credit

This process of teacher growth and improvement was presented to the Director of In-Service Education for two reasons. First to see if the project qualified participating teachers for in-service credit which would count toward salary increments. And second, to make the process available to other administrators. The teachers were issued one semester hour credit. This was a bonus for the teachers because the possibility of credit had never been mentioned until after the process was completed. A copy of this report will furnished the department of in-service, which will make it available to other interested professionals.

School Administrators Express Interest In Process

Many fellow principals have expressed interest in using the system with their teachers. To date, three are using the process with with a limited number of teachers.

An area superintendent has expressed special interest in the project, and we have agreed to try it ourselves. He will take the role of the principal and I, the teacher. See Appendix C for the "Ideal Me-Principal."

Disciplinary Referrals Decrease For Teachers

Four of the nine teachers participating expressed a desire to improve their student discipline. While all decreased the number of discipline referral to the assistant principal, one teacher reduced his from 37 during the 1972-73 year to 15 from September of 1973 through April of 1974. This teacher attributes his success to his involvement in the self-actualization program.

Teachers Want To Continue The Process

One of the best measures of the effectiveness of this program of self improvement is the fact that many participating teachers have indicated a desire to continue the process next school year. They have also discovered that their goals in some instances have changed after six to seven months of this process. Some teachers will be aiming for higher levels of self-actualization in the coming year.

Personal Reactions Of Two Teachers

Mrs. Sue Kent interviewed one teacher who went through the process. Mrs. Kent is working on an advanced degree in education at Antioch College; this interview was part of a project in her degree program. The transcript of the interview with Teacher B is found in Appendix I. Teacher B indicates that he has positive feelings about the process. His participation has caused him take action in improving his teaching; it has promoted better understanding between the principal and himself; he has become more sensitive to the needs of others, and he changed his educational philosophy due to his involvement.

Teacher E has written a paper for a graduate class about her participation in this project. Her professor and fellow students expressed much interest in the process, and we plan to make a copy of this report available to them. One part of her paper dealt with her personal evaluation of the system as it affected her. This document is contained in Appendix I. Her reactions were very positive: increased self-awareness, reduced the threat of principal evaluation, developed greater sensitivity to feelings of others, increased her creativity level, and added more trust to the principal-teacher relationship.

Teachers Evaluate Themselves Offically

One of the most interesting outcomes of the project was that mutual trust and confidence increased between the principal and four participating teachers to the extent that they were asked to evaluate themselves. Each wrote his own yearly evaluation, and this principal signed them and sent them to personnel to become part of their personnel records. Their evaluations were objective, and showed that each had a good self-perception. One example is contained in Appendix I.

APPENDIX A

Teacher Evaluation Forms

Contributed by John [illegible],
El Cajon, California

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TEACHER EVALUATION[1]

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Teacher: Socrates

A. PERSONAL QUALIFICATIONS

	Rating (high to low) 1	2	3	4	5	Comments
1. Personal appearance	☐	☐	☐	☐	☒	Dresses in an old sheet draped about his body
2. Self-confidence	☐	☐	☐	☐	☒	Not sure of himself - always asking questions
3. Use of English	☐	☐	☐	☒	☐	Speaks with a heavy Greek accent
4. Adaptability	☐	☐	☐	☐	☒	Prone to suicide by poison when under duress

B. CLASS MANAGEMENT

	1	2	3	4	5	
1. Organization	☐	☐	☐	☐	☒	Does not keep a seating chart
2. Room appearance	☐	☐	☐	☒	☐	Does not have eye-catching bulletin boards
3. Utilization of supplies	☒	☐	☐	☐	☐	Does not use supplies

C. TEACHER-PUPIL RELATIONSHIPS

	1	2	3	4	5	
1. Tact and consideration	☐	☐	☐	☐	☒	Places student in embarrassing situations by asking questions
2. Attitude of class	☐	☒	☐	☐	☐	Class is friendly

D. TECHNIQUES OF TEACHING

	1	2	3	4	5	
1. Daily preparation	☐	☐	☐	☐	☒	Does not keep daily lesson plans
2. Attention to course of study	☐	☐	☒	☐	☐	Quite flexible--allows students to wander to different topics
3. Knowledge of subject matter	☐	☐	☐	☐	☒	Does not know material - has to question pupils to gain knowledge

E. PROFESSIONAL ATTITUDE

	1	2	3	4	5	
1. Professional ethics	☐	☐	☐	☐	☒	Does not belong to professional association or PTA
2. In-service training	☐	☐	☐	☐	☒	Complete failure here - has not been bothered to attend college
3. Parent relationships	☐	☐	☐	☐	☒	Needs to improve in this area -- parents are trying to get rid of him

RECOMMENDATION: DOES NOT HAVE A PLACE IN EDUCATION - SHOULD NOT BE REHIRED

---

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JEFFERSON COUNTY PUBLIC SCHOOLS
BELMONT JUNIOR HIGH SCHOOL

TEACHER EVALUATION SUMMARY

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Name ______________________________
Last First

______________________ 19___ - 19___
Semester

Grade or major subject taught ______________________________

	Commendable	Satisfactory	Needs Improvement	No Knowledge
I. Planning Teaching Performance				
1. Plans and uses meaningful and workable lessons that: a. Reflect realistic student goals				
b. Provide variety in instructional strategy				
c. Establish evaluational procedures				
2. Classroom performance provides evidence of: a. Advanced preparation				
b. Knowledge of learning theory				
c. Knowledge of child growth and development				
d. Knowledge of subject matter content				
9 3. In classroom performance makes effective use of: a. Time				
b. Materials and equipment				
c. School resources				
d. Community resources				
4. Coordinates plans and activities as a member of: a. Departmental teams				
b. Cross-disciplinary teams				
c. Guidance teams (staffing)				
5. Evaluation of Student Performance: a. Based on various devices and evidence				
b. Indicates reasonable standards of expectation				

Comments:

II. Student Centered Class Room Activity

1. Personalizes instruction through providing: a. Differentiated group assignments				
b. Independent study activities				
c. Effective use of supporting specialists				
d. Encouragement of student centered learning				

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SCORING SHEET
INSTRUMENT FOR THE OBSERVATION OF TEACHING ACTIVITIES (IOTA)

Competence Area	Item	Point value					
	No.	5	4	3	2	1	IBM
Observation							
1. Interest centers	1	D	A	C	B	E*	
2. Variety in activities	2	B	E	A	D	C	
3. Use of materials	3	A	B	D	E	C	
4. Classroom control	4	C	D	A	E	B	
5. Identifies difficulties	5	C	B	E	D	A	
6. Plans for pupil needs	6	C	B	D	A	E	
7. Cooperative planning	7	A	C	E	D	B	
8. Wide participation	8	E	B	D	C	A	
9. Democratic attitudes	9	C	D	A	B	E	
10. Attitude toward opinion	10	D	B	C	A	E	
11. Student initiative	11	C	A	E	D	B	
12. Awareness of behavior	12	B	C	D	E	A	
13. Social climate	13	B	C	E	A	D	
14. Subject matter	14	A	D	E	C	B	
15. Current applications	15	C	B	A	E	D	
Interview							
16. Staff activities	16	B	A	C	E	D	
17. Articulation of program	17	A	B	E	D	C	
18. Parent conferences	18	C	D	A	E	B	
19. Use of community	19	C	E	D	B	A	
20. Professional membership	20	C	A	B	E	D	
21. Professional growth	21	C	E	A	D	B	
22. Class structure	22	C	B	D	A	E	
23. Evaluation of pupil work	23	B	C	E	D	A	
24. Pupil self-evaluation	24	C	E	A	B	D	
25. Teacher-pupil conferences	25	E	A	C	B	D	
26. Vocational assistance	26	A	B	D	E	C	
27. Specialized services use	27	C	A	E	B	D	
Composite							
28. Composite rating	28	E	D	C	B	A	
Totals:							

*Note: Circle number of any item not rated

___x5=___

___x4=___

___x3=___

___x2=___

___x1=___

No. of items rated_____ Total points __________ _____ x 100= _____ Average Rating Index

Observation: 1st____ 2nd____ 3rd____

____

Observer

OBSERVATION DATA — IBM Coding

Date______________ ______

Teacher______________ ______

School______________ ______

Grade______________ ______

Subject(s) observed ______

____________________ ______

Unusual conditions

____

____________________ ______

Time began_________

Time ended_________

Total time___ minutes______

PREPARATION DATA

Semesters of service:
In this school_____ ______
In other schools___ ______

Degree held_______ ______

Year obtained______ ______

Additional Prep.____ ______

College major______ ______

College minor______ ______

Credential major___ ______

Credential minor___ ______

Teacher category:
Student teacher____ ______
Intern teacher_____ ______
Resident teacher___ ______

AIT ______ ______

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JEFFERSON COUNTY PUBLIC SCHOOLS

NON-TENURE TEACHER EVALUATION SUMMARY

First Semester

19__ - 19__

Name ____________________________ School ________________________
Last First

____
Grade or major subject taught

I. TEACHING PERFORMANCE

	Outstanding	Above average	Average	Below average	Inadequate
Realizes value of and makes good lesson plans					
Possesses adequate knowledge of subject matter					
Shows initiative in gathering and using resource materials					
Stimulates participation from pupils					
Submits reports and records promptly					
Recognizes each child's emotional, social, and health needs					
Creates a respectful and friendly atmosphere in classroom					
Encourages confidence and initiative among pupils					

Other comment:

II. PERSONAL QUALITIES

Voice reveals sincerity and enthusiasm					
Has well developed habits of accuracy and punctuality					
Is careful about personal cleanliness and grooming					
Maintains sound emotional adjustment					
Shows genuine interest, respect, and warmth for others					
Realizes the importance of a wise sense of humor					
Corrects habits and mannerisms that detract from teaching					

Other comment:

Form 171

APPENDIX B

Brief Resume of Step by Step Process

A Brief Resume Of A
Self-Actualization Process In Education

SPECIAL NOTE: This idea may or may not be of value to teachers. The aim is to assist a teacher in self evaluation and professional growth. Participation must be voluntary. This approach is based on some of Abraham Maslow's theories of "self-actualization." Maslow is a behavioral psychologist of renoun.

Step One

The teacher carefully formulates an extensive list of qualities, traits, characteristics, etc., which he feels he lacks to some degree but would make him an ideal teacher.

Step Two

The principal is given the list of ideal qualities from which he formulates a series of concise statements indicating where he feels the teacher is now (the way things really are now from his perspective).

Step Three

The teacher writes a short statement about each ideal quality indicating where he is (the way things really are now). This is the same thing that the principal does in step two.

Step Four

The principal and teacher rate each "Me-Now" statement on a scale of one to twenty (twenty equals perfection) in terms of the degree of actualization as viewed by each party the rating scale only helps sharpen communication between the principal and teacher; but neither knows how the other person has rated the teacher until they come together.

Step Five

The teacher and principal discuss and compare their "Me-Now" statements in a non threatening, caring way. Any discrepancies in ratings on the "Me-Now" statement, between the principal and teacher, are compromised. For instance, if the teacher rates himself eight, and the principal rates the teacher eleven, then the principal should take the initiative to compromise at ten.

Step Six

At the conclusion of the dialogue (two to six one hour sessions may be necessary), the compromised ratings are totaled, and a realistic level of actualization is agreed upon. For example, twenty "Me-Now" equals a total of four hundred (perfection). The compromised ratings might total one hundred eighty, and the two parties may agree that the individual's self-actualization range is three hundred twenty five to three hundred fifty. At the end of the year (or what ever time period that is appropriate), the teacher and principal should go through another series of dialogues based on the "Me-Now" statements and using the same rating system to help determine the level of actualization on the part of the teacher.

Step Seven

After the initial dialogues, and the pre determined actualization level, the teacher and principal will agree on a personalized strategy for assisting the teacher in achieving self-actualization.

Step Eight

Steps three, four, and five are repeated, and the principal and teacher agree on the teacher's actualization level, after going through the process for approximately six months. This step also gives the two people a chance to evaluate the effectiveness of the process.

APPENDIX C

The "Ideal Me-Teacher"........................ 40

The "Ideal Me-Principal 48

September of 1973

Teacher A: The Ideal "Me-Teacher" by Teacher A

1. Is always exuberant.
2. Is always well organized; not just on a daily basis.
3. Is a good disciplinarian.
4. Always displays appropriate good humor.
5. Has the respect of his students.
6. Has the respect of his fellow staff members.
7. Always has time for others.
8. Is successful in motivating students.
9. Takes a sincere interest in the problems of each individual student.
10. Takes a sincere interest in student affairs and is willing to assist.
11. Is creative in the development of teaching techniques.
12. Communicates well with students both on an individual and group basis.

September of 1973

Teacher B: The Ideal "Me-Teacher" By Teacher B

1. I need to be more organized in terms of long range planning.
2. I need to be less sarcastic with students. I Think! Part of this is student-teacher rapport! I Think!
3. I need to sometimes be more exciting in my approach and presentations.
4. I need to coordinate more outside assignments with in class experiences to enhance student learning.
5. I need to utilize more techniques in terms of handiling discipline problems.
6. I need to be more consistent in handling tardiness and the keeping of records regarding this matter.
7. I need to utilize the community and guest speakers more in class and out of class activities.
8. I need to make more of an effort to support other school functions besides the ones I'm directly involved in.
9. I need to concentrate on teaching more basic skills at the lower level grades.
10. I need to utilize more films and visual aids in all courses.
11. I need to strive to help poor students succeed in technical arts.
12. I need to challenge the better students in technical arts so that they may learn more in relation to their ability.
13. I need to control my temper and respond more rationally.
14. I need to plan my time more effectively when involved with a work crew.
15. I want to finish work crew projects.
16. Many times I will sit and listen to conversations between teachers in the lounge and not offer my suggestions and ideas.

September of 1973

Teacher C: The Ideal "Me-Teacher" By Teacher C

1. I want to improve communications between myself and the other faculty members; also with the principal, assistant principal and other staff members. Not only by being more friendly and cheerful, but by trying to clarify what I say in instances of "confrontation." I believe many people in Belmont do not know how to take what I say. So therefore I'll try to be more receptive to their comments and give them something to believe in.

2. Improve communications with my students is another area which I must work on. I'll have to find a different method of coming across to the kids. I believe they aren't sure how to interpret what I want.

3. In my music courses I'm going to work on more up to date musical interpretations, and the study of rock music and electronic music, as well as more emphasis on scale patterns and counting complex rhythmic patterns.

4. I'm going to try to make myself read instructions better and keep up with students who are involved in extra-curricular programs. In the past I have counted some of these students absent or tardy because of my own deficiency of reading information supplied to me.

5. I'm going to increase the number of visits to the principal so that I can acquire more help and guidance with problems.

6. I must control my temper more in class.

7. I must provide the students with a greater variety of music as well as quality of music.

8. I should take some of my classes on more field trips to broaden and enrich their musical experience.

9. I must not be so intent or serious in class-learning should take place better in a more relaxed atmosphere -- at least in my classes.

10. I must familiarize myself more with procedures of ordering materials and supplies.

September of 1973

Teacher D: The Ideal "Me-Teacher" By Teacher D

1. I am clear, but concise with class instructions, explanations, etc.

2. Have full control of my emotions: even when not feeling well, upset for some reason, or just in a bad mood.

3. Math is really exciting 100% of the time -- a class kids look forward to.

4. My room is always neat and in order 100% of the time.

5. Use a good balance of presentation -- film, filmstrips, slides, overhead projector, guest speakers, etc.

6. Fantastic class atmosphere: exciting bulletin boards (being changed at regular intervals), posters, mobils, unique seating arrangement.

7. Class is interesting, intriguing and challenging. Kids don't have time to get into trouble.

8. Class rules and procedures are fair and students are treated as individuals but as consistently as possible.

9. Acquired a good balance of routine and change. Too much of either is not always healthy.

10. Efficient when it comes to answering memos, turning in grades, etc. Acquired a good personal management system.

11. Even "routine" work is designed so that kids actually enjoy their work.

12. Able to reach all kids no matter what their math level is.

13. Kids are eager to help and teach each other.

14. We do lots of experimenting and the kids are eager to experiment.

15. Some students are involved in helping elementary school kids with math problems. Teaching is a learning experience in itself.

16. Some high schools have volunteered their time and are helping our kids with their math problems.

17. We go on field trips on a fairly regular basis to show "math in action."

18. Every student thinks math is his favorite subject.

19. My energy is unlimited and students think of me as warm, dheerful, helpful, but still the teacher.

20. We use V.T.R. for students to see themselves better as others see them and make lessons for remedial and fun purposes.

21. Have unlimited resource bank of manipulative activities -- kids work with physical models as well as push pencils.

22. Have the kind of rapport where I can be honest with kids and they can be honest with me.

September of 1973

Teacher E: The Ideal "Me-Teacher" By Teacher E

1. Makes sure all class work is relevent before assigning it.
2. Returns all corrected work to students promptly.
3. Has confidence to contact parents of students when problems arise -- and has presence to remember to contact parents to praise a student.
4. Is consistent with school discipline procedures.
5. Orders films early so that they are available to coordinate with units being taught.
6. Uses resource people in the classroom.
7. Keeps lectures and notes routine and to a minimum.
8. Has confidence in his own grading system.
9. Praises often.
10. Likes kids
11. Respects kids
12. Has fun while teaching.
13. Is respected by students.
14. Tries creative ideas -- isn't always apprehensive about how they'll work out.
15. Knows how to motivate all types of students so that they want to learn.
16. Cooperates with other teachers.
17. Realizes that the student will learn most when he is doing what he enjoys; that her class isn't the only or best place for learning.
18. Keeps aware of times, places, etc., of all school events and has information handy at all times.

19. Allows student priveleges (like panther corner, lav, etc.) but does not let students take advantage of her or the priveleges.

20. Gears learning material for various students and ability levels.

21. Feels responsible to the students, school, and other staff members for the quality of learning in her class.

22. Can forgive and see the good in people.

23. Is Fair -- (I mean really fair; not just a good try).

24. Keeps current in subject area; especially with news articles and other resources for student use.

25. Keeps her room really neat, clean, and orderly (especially the home ec. room).

26. Or better still -- organizes students to keep the room neat.

27. Is early to class so that students don't have to wait.

28. Is honest with student and parents about behavior and progress.

29. Helps students learn to be responsible for themselves -- more specifically -- the pencil and paper problem -- the forgetting books, supplies, and materials problem -- the comming to class late problem -- the "I forgot we were having a test today -- can't I have another day" problem -- etc.!!!

30. Sets an example (behavior, preparedness, grooming, etc.) of a mature person who has self-respect.

31. Is mature especially in discipline -- does not allow herself to "argue" with the student on an immature level.

32. Is Enthusiastic: about life, about the subject, about the school, about the kids.

33. Does not get bogged down in routine; but has enough routine so that kids know what to expect from you in general terms.

34. Is competent in subject area(s).

35. Does not humiliate students.

36. Makes class atmosphere as non-threatening and fun as possible so that students feel as comfortable and accepted as possible.

37. Communicates her true feelings to students; does not act fake or two-faced.

38. Helps students believe in themselves.

39. Get involved in school activities and supports them.

40. Seeks to understand why a student is acting that way rather than condeming him.

41. Gives concise directions so students really know what you want them to do.

42. Is open to suggestions from students.

43. Is well organized -- plans ahead -- has lessons planned.

44. Has control of the class.

45. Is interested in the total student -- not just in his performance and behavior one hour a day.

46. Does not have students memorize useless or easily forgotten material.

47. Is human!

January 1, 1974

The Ideal "Me-Principal" From Maran Doggett's Perspective

1. Is highly sensitive to the professional and personal needs of teachers and students.
2. Sets a good example in working hard and accomplishing tasks.
3. Takes initiative in helping to improve the general teaching-learning atmosphere within the school.
4. Is administratively effecient, punctual, and takes great pride in finishing what he starts.
5. Listens to others very closely and earnestly.
6. Is well organized each day in order to maximize his effectiveness.
7. Is up on current trends and research in learning theories and curriculum.
8. Is action oriented.
9. Comes across to people with poise and is not egocentric.
10. Is tolerent, but constructive of the weaknesses of others.
11. Is a pleasant person to be around.
12. Devotes the majority of his time directly to the improvement of instruction.
13. Is positive in his approach to people.
14. Is tender and compassionate in working with people.
15. Does what he genuinely feels is right.
16. Communicates well with his staff, students, and community.
17. Is highly alert to and complimentary of others' achievements and successes.
18. Involves the staff in a legitimate fashion in making decisions which affect students, staff, and the school in general.
19. Is not verbose, but thoughtful in his verbal expression.
20. Has a deep sense of personal dedication and direction as he functions as part of an important educational team: students, parents, fellow-principals, area superintendent, secreatries, custodians, curriculum coordinators.
21. Continues to re-evaluate his personal goals, growth, needs, and proceeds to achieve positive self-improvement.
22. Affect positive changes in people with whom he is associated.
23. Is highly receptive to criticisms of others.
24. Stimulates creativity, self-evaluation, and self-confidence in others.
25. Takes great pride in being fair and respectful of students and staff.

APPENDIX D

The "Me-Now Teacher" From the Principal's Perspective
(Completed in September of 1973)

September of 1973

Teacher A: "The Me-Now Teacher" From The Principal's Perspective

1. You are exuberent in responding to ideas and in your verbal presentations to your students. However the degree of variety of your class activities do not reflect your potential of exuberance. The same is true in your working relationship with fellow teachers. You, in my opinion, are more exuberent than you feel you are. 15

2. Basically, you are a highly organized teacher who is generally well prepared. More long range planning concerning use of extended periods and a good variety of more exciting activities would be helpful. 14

3. You lack consistency and a well thought-out plan of dealing with student conduct. You have the desire; you now need to sharpen skills and techniques. 6

4. It is rare when you display unappropriate humor with teachers. Some students, however, think you are much too serious and inconsistent with your wit and/or humor 16

5. Toward the end of the 73 year you gained added respect of many students. Generally speaking junior high students' respect of a teacher is synonymous with how much they "like" the teacher, which is greatly affected by how the teacher does what he does. Many students objected to how you treated some students; they concluded you were unfair; therefore they didn't like you; therefore they thought they didn't respect you. Remember, we are talking about a minority of students! 10

6. You are one of the most highly respected teachers among your peers whom I know. 19

7. You spend much time outside of school hours with students and teachers. Sharper use and organization of time in class would be helpful. You sometimes devote an unbalanced amount of time to some students. 15

8. The day-to-day use of audio-visuals makes it difficult to maintain a high motivation level. A more dramatic approach to foreign language in general would be helpful. Also, you have not been experiemental enough with motivational techniques. 12

9. You have taken a sincere interest in the problems of your students. You have applied some behavior modification techniques, worked with the A.P. and counselor. Also you have worked with me in some innovative techniques of student problem solving. Too often you delay too long before you attack a problem. 17

10. Same as 9 17

11. You do not utilize fully your creative potential regarding teaching techniques, methodology and experimentation. 14

12. There has been considerable miscommunication between you and your students. They often misunderstood both your intentions and actions. You have taken good communication too much for granted. 12

September of 1973

Teacher B: "The Me-Now Teacher" From The Principal's Perspective

1. Your week to week organization is adequate; you need to plan high lights and special activities for each semester prior to August 20 and January 1. 13

2. You are generally pleasant and sincere and maintain a good rapport with people. Your sarcasm is a method of discipline which leaves you somewhat uncomfortable possibly because you use it too often - maybe out of habit. 15

3. You take the natural motivation of technical arts too much for granted as most teachers of art, typing, home ec., physical education, and tech. arts do. However, you add more excitement than most. Your personal excitement level has been high when your class went to the airfield, installed the sod, built the bleachers, winning 4 student awards and best technical arts teacher. 12

4. You have come far in coordinating class and outside assignments. You are somewhat reluctant to use class time at firs, but once you get started, you seem pleased. The opportunities are many; your follow through is not 100%. 8

5. You rely greatly on facial and vocal expression. You seldom detain students for personalized one-to-one conference. You want to use vehavior mod or positive re-enforcing techniques on a formal basis, but you have not taken the big leap at implementation. Your discipline methods are adequate but you could greatly increase your effectiveness. 14

6. You are not greatly different from most teachers on the score of tardiness. You let many slide because you either don't want to take the time from other things or you just get tired of the hassle. Some days you try hard to be consistent but other days you get fed up. 7

7. You seldom invite guestspeakers because you forget or you feel you don't have the time. This shows a need for long ranged planning and weekly execution. Outside of Field Days, you have taken few field trips and utilized the community seldom this year. 7

8. Outside activities which do not directly involve you, such as Honor Society, music concerts, etc. are not greatly supported by yourself. 9

9. You place considerable emphasis on basic skills at the lower grade levels. However you don't carry through to your own satisfaction. You may need to broaden your perspective of "basic skills." 10

10. The use of more films and visual aids related to number 3 in that a change of routine often adds to the excitement level. You did more of this during the first semester. 6

11. You, as most teachers, are impressed with your brighter students. Your slower students are somewhat neglected. 8

12. You provide a good challenge to most of your "better students." This is in evidence by their projects, enthusiasm, and work pace. You could offer other kinds of challenges which would stimulate interest and important concepts. 15

13. The need for control of your temper is rarely manifest; I sometimes feel under currents. However you sometimes carry your anger or disgust from one class to another thus creating an unnecessary problem. 16

14. Under the circumstances, you plan your time fairly well with the work crews. You certainly did better this year than last. Sometime you don't complete a project which could indicate need for planning, lack of genuine commitment, or low priority of project in relations to other activities. 10

15. Same as 14

16. Your opinions are well respected by your peers. They are not frequently shared in general sessions. Your tendency is not to step on toes and to acquiesce. 7

September of 1973

Teacher C: The "Me-Now Teacher" From The Principal's Perspective

1. The problem is not so much a lack of communication as it is the way you communicate and what you communicate. Most of the staff see you generally in a negative way. This is probably because you have generally left the impression that you are oppossed to many things which they are associated with.

   "Many people at Belmont don't know how to take what you say because of the way you say it. Sometimes you come across as a very rigid, highly subject oriented teacher, who is up-tight about kids, other teachers or school in general.

   I believe you are trying to work on the communication problem and you are having some success. 8

2. There has been a communication problem between you and many of your students. They have noted your moodiness, your temper, your sarcasm, your tough expectation, your tight-lose structure, and your personal frustrations with mixed emotions and confusion. 7

3. Your music, particularily at the first of the year, was somewhat boreing to the kids. No one was to blame but yourself because you had the money available for music; this really bothered some kids. You have made considerable progress during the second semester.

   You have neglected rock music, electronic music, and other music forms or expressions which would motivate interest. I think you have given good emphasis to scale patterns and counting rhythmic patterns; the problem here is the approach -- it has not really gotten students interested. 12

4. On many occassions it was obvious to me that you were not informed. Other staff members and kids sometimes thought you were just in disagreement with an activity and therefore would not give it your support.

   You do not comprehend instructions well and people feel that they need to repeat themselves with you. This may be part of the problem in communications. 10

Problems in your personal, day-to-day organization have also contributed to this problem of "keeping up." 10

5. You have waited too long, in the past, to communicate with me. You attempted to solve some problems with which I could have given you much assistance. You just didn't think to get help until you got in a bind. 10

6. I noticed that you have more difficulty controlling your temper in the mornings. Your temper has been out of control to my knowledge about 20 times this year. The students have problems figuring out your disposition because it is sometimes rather inconsistent. 8

7. The need for a greater variety and good quality of music which is more appealing to your students has been greatly manifest. 12

8. I can think of no field trip outside the music curriculum which your classes took this year. Interesting field trips can affect learning in many ways both in the affective and cognitive domains. 1

9. You have been very intense both inside and outside the classroom. You seemed preoccupied with serious problems. The somber, serious image has probably greatly affected your rapport with people at Belmont.

   On some occassions you seemed to go to the opposite extreme. Going from one extreme to the other with little middle groups was frustrating to others. 5

10. I feel you just didn't listen carefully to the instructions. Again, I think you are often pre-occupied with something else when something is being explained to you. 7

September of 1973

Teacher D: "The Me-Now Teacher" From The Principal's Perspective

1. You are clear but often not concise enough with class instructions. You have a tendency to re-explain, and some kids grow accustom to waiting for the "second time around." 16

2. Your emotions sometimes seem to be too rigidly controlled. Your moods are read eaisier by your students than your peers. You are seldom cross with kids. 18

3. Your course lacks the 100% excitement that you want. However yours is more "exciting" than 75% of the math classes through out the system. Your excitement level goes in spurts: so goes your class. 15

4. Sometimes your room is not neat; papers on the floor, marks on desk, tables and chairs out of place. 16

5. This year you have seldom used films, guest speakers, slides, or the overhead. Your methods of presentations are good but lack the balance you desire. 15

6. Of course, there's more to "class atmosphere" than exciting bulletin boards, posters, and unique seating arrangements! However all of these are very important. One of your bulletin boards has been very unattractive for months, and little variety has been seen in the seating arrangement. However, you have displayed posters, student projects from the ceiling, and other signs, etc., which add to the physical class atmosphere. 16

7. Too many kids have too much unstructured time. This is more the weakness of the system than yours. There seem to be 3 sterotypes in your classes: General Dolittle, Captain Domuch, and Private Dojust what you have to (self judgement). 15

8. Class rules and procedures seem fair, but they are not enforced consistently. A rule is no better than its enforcement agency: hall passes, tardiness, listening to others, cheating, etc. 17

9. You are making much progress in discovering the right balance of routine and change. Your recognition of the need is very perceptive on your part. You are basically a creative person; your creativity level is much higher than the creativity level of your classes. You get "too" caught up in "the program" too often which places restrictions on your creative expression. Some of your most creative accomplishments: bowling trip, the film strip, individual projects. Notice that most of your creativity seems to manifest itself in activities. You need to think more of personal methods and techniques. 16

10. You are more efficient in answering office memos, turning in grades, etc., than 80% of the teachers with whom I have worked. 18

11. Many of your kids do not enjoy the routine work; some don't do it. Many do the routine work and they enjoy it; some do the routine works so that they can do things which they enjoy. 15

12. You reach all of your students. However, many of your "higher level" students don't get the challenge they need (on a day-to-day basis); many of your "lower level" students don't get the help they need because the lack of initiative. Your highly individualized program has helped you to reach all students. The critical question: How and what must you do in order to help various levels of kids achieve a level of math efficiency consistent with their potential? 14

13. You have been too pre-occupied with other things to capitalize on the concept of students teaching and learning form one another. 7

14. The experimentation atmosphere of your classes in general is low. Unfortunately, math teachers are taught not to experiement, and I feel they were taught well: listen, memorize, vicarious application seems to be the cycle. 12

15. You have barely tapped a source of exciting, effective teaching: kids teaching kids. 5

16. Same as 15

17. You have taken approximately 3 field trips this year: to few for you and your classes. 7

18. My guess, based on talking casually with students, is that 15% of your students view math as their favorite subject. 10

You help supply students with paper and pencils, but still, some are without.

19. Your energy appears to be unlimited (particualarily on the basketball court!), students definitely think of you as helpful, most classify you as a cheerful teacher; however some retain the mental picture with sound of you jumping them. Very few view you as a "warm teacher." 15

20. You have used the V.T.R. maybe approximately twice this year. 2

21. Your bank of activities has plenty of capital. You have made some good loans, but your interest rate needs to go up 10

22. Your rapport with kids is one built on sincerity about their learning math, doing well in class, listening to their problems and providing a classroom atmosphere in which you are really trying to help them learn math in a personal, interesting fashion. You don't pull punches, some take advantage of you, cause you are so busy helping individuals, but all your students have great respect for you. They do not think of you as a manipulator or a phony. They do view you an honest person who really wants to teach math well. 15

September Of 1973

Teacher E: The "Me-Now Teacher" From The Principal's Perspective

1. Many of your assignments and activities have lacked real interest and relevance in the student's point of view. The need for planing and initiative in implementing plans has been a pitfall. 12

2. I can only make a calculated guess about how promptly you return work to students. Based on your general administrative efficiency concerning other matters of which I have direct knowledge, I would say that you not only delay in returning some assignments, but you also occassionaly have to be reminded by a student that an assignment is due.

   The problem is one of personal organization and classroom management. 13

3. You have probably seldom taken the initiative to contact parents concerning a student's problem or for praise. Confidence and timidity may be two reasons; a third is organization of time on a priority bases; a fourth might be a reservation about the value of the process. 6

4. You have been very inconsistent implementing the disciplinary procedure consistenly among all students. 7

5. See 2 13

6. You have used your sister once, some mothers once, myself once, and Jane on several occassions, and maybe on other person once. 7

7. You have lectured quite a bit and it has been one source of frustration for you because the kids did not meet your competency expectations. Lecturing, you thought, was the easy way, but it caused problems: motivation, interest, rapport, temper, disgust are key words.

   Your classes have somewhat lacked variety and excitement. 12

8. Most of your students feel that you are fair in your evaluation of them. This is imperative in a good system of evaluation. The fact that you lack confidence in "judging" students is natural and professionally healthy! 15

9. You praise kids more than most teachers, but most teachers don't praise kids enough. 15

10. I think you do like kids. You become greatly displeased with some kids because they don't work for you. It becomes sort of a personal thing and they think that you dislike them. Therefore, it may not be the person as much as it is their actions or lack of actions.

    I have heard you express more negative feelings about students this year than last. 15

11. You do respect kids; however your anxiety level is high in dealing with some students,this can be misleading to some people. 13

12. Much of the time you seem to be having fun; but you don't seem to be having as much fun teaching this year. You seem unhappy much of the time. 12

13. Most of your students respect and admire you because they think you're a good teacher who wants very much to do a good job. 17

14. Your creative potential is high; your creative output is low. You are probably more apprehensive for not trying more creative ideas. Most creative things which you have done with your classes have been well received which should be encouraging. 10

15. Knowing how to motivate all types of students is a major task which behaviorial psychologists have not accomplished. To come to this knowledge you can do several things: study various theories of human motivation, experiement with a variety of behaviorial techniques, work closely with someone skilled in behaviorial techniques, etc. I feel that you have not done any of these to a great degree. 7

16. You have been co-operative with other teachers. The proof is that they say so and hold you in great esteem. However, you should take more initiative in working with other teachers. 16

17. The amount of enjoyment which kids feel for a course is directly related to the teacher and her manifest, but real, enjoyment in teaching and learning with kids.

    You could do several things which help kids enjoy your courses more. 15

18. You are well informed as most staff members. 15

19. I feel that many kids have taken unfair advantage of you with little repercussion: tardiness, leaving class without permission, going to lav, going to visit other students.

Responsibility must accompany privilege. 12

20. You have not done this to any great extent at all. You have just delayed organizing the materials, however, you have gotten some help with materials from Jane. 12

21. You are a conscientious professional who represents the school well and expresses a desire to improve the quality of education in your class and in the school. Feeling and doing are different forms of actions. 16

22. You seem somewhat embittered toward some students this year to the point that it has affected your general disposition both inside and outside of class. 10

23. You have tried to be fair. It took alot of courage and a desire to be fair for you to go through the process of working with the home ec. class and me. 15

24. I feel you have not taken the time to keep abreast of some current trends because you have been so busy with college.

I don't think you have worked closely with the librarian in providing current resources for student use. 10

25. Generally, the home ec. room looks pretty good. I have noticed dust in the cabinets, the ranges and sinks are rather dirty on occassions.

I know you planned to make curtains for all windows in the home ec. room but didn't around to it. 13

26. The teacher generally has to set the pace. (see 25) 16

27. Being on time to class is a personal organization problem. I think you have been late to classes on many occassions. 9

28. I feel that you sometimes have a tendency to flatter parents about their students. Also you have not had a great deal of contact with parents this year. 15

29. You, as most teachers, take the paper-pencil-assignment problem for granted. At the first of the year you did not make the expectations clear and impressive to the students. You made too many exceptions without good justification, became discouraged, and then sort of gave up. 12

30. For the most part you have set a good example for kids. This year, how-ever, you have found yourself ill-tempered, somewhat short with kids, harping at them, and even crying in frustration or rare occassions. Your own tardiness, personal inefficiency, and disorganization have confused some students.

    You set a good example with your own personal grooming! 15

31. You have found yourself arguing with some students, and you regret it later. You have not followed the disciplinary procedure thoroughly. 12

32. Your college work and lack of long and short term planning have adversely affected your enthusiasm. 10

33. Your classes lack variety, excitement, and inventivness. Too often the routine is the same. The routine bothers you, but it is difficult for you to break it. 10

34. I feel you are very competent in your grasp of the subject. 18

35. You tend to take the student's lack of work as a direct or personal insult. When people feel that they have been attacked personally, they usually attack. One famous form of attack is to humiliate. 13

36. Your basic attitude toward kids, learning, and life in general has a major impact on the atmosphere of the class. 12

37. If your true feelings are negative, it may not be wise to express them too readily to students because you may be simply verbalizing a bad mood, cause negative reactions in students, can adversely affect your rapport with the class; I think this has been the case from time to time. However, there are many honest things of a positive nature that can be said which will make a difference.

    I don't think teachers or kids see you as two-faced. I think you do agree sometimes when you don't mean it. 14

38. You are helping people believe in themselves. The work crew was a good example. Also I have noticed you working with individual students in a warm, positive way. 13

39. You have attended various activities, participated in some, and supported others. 16

40. Refer to # 15.

41. You can be rather verbose which causes people to be less attentive to what you say. 10

42. You certainly took suggestions from the home ec. class with which I worked! You seemed very receptive to criticism and suggestions!

43. Your personal and professional organization is lacking and is a major source of some basic problems which you might be experiencing: effective planning, efficient use of time, self-discipline, and consistent implementations. 11

44. You don't feel that you have enough class control in some classes because the students as a class don't work hard enough. Also, sometimes students don't do what you tell them.

These things would indicate that your class control could improve. 15

45. The best way to prove that you have an interest in a student who is outside your class is through your action and initiative. You have helped kids outside your class with transportation problems; this indicates to those kids that you care for them outside of class. 14

46. Your kids are requested by you to take notes while you lecture. This process requires memorization. Some memorization is necessary, but you should teach kids how to memorize so that they are applying and enjoying what they have learned. 14

47. Being "human teacher" means caring, helping, loving, giving, failing, succeeding, praising, understanding, striving, laughing, crying, forgiving, re-enforcing, empathizing, planning and doing.

I think you are on your way, but it could be a difficult road. 13

APPENDIX E

The "Me-Now Teacher" From the Teacher's Perspective
(Completed in September of 1973)

September of 1973

Teacher A: The "Me-Now Teacher"From Teacher A's Perspective

1.	Exhuberance - I believe I start out at the beginning of the year or the beginning of a class exhibiting this characteristic but it dwindles in intensity.	13
2.	Organization - Only on day to day basis; too superficial.	9
3.	Discipline - Too slow to react to certain situations - too inconsistent - student does not clearly understand what is expected.	11
4.	Good Humor - I think I generally display a good sense of humor but I question as how the students react to it.	13
5.	Respect of Students - I feel a deep concern for my students and have a strong desire to help them obtain success. I do not feel however this is always apparent to them. I need to be more fair, exact, and demanding.	14
6.	Respect of fellow staff members.	19
7.	Time for Others - I always feel to tied up with my own concerns. I could at least take more time to listen to others if nothing else.	11
8.	Motivates Students - The attrition rate is very high in the foreign language classes.	9
9.	Sincere interest in individual students - I do but often feel there is too little time to do anything about my concerns.	17
10.	Interest in student affairs and assisting with them - same as number 9.	17
11.	Creative - I need to allow more time for what creative instincts I have to come to the surface and effect my techniques.	11
12.	Communication - A lot of feeling but am not communicating it.	13

September of 1973

Teacher B: The "Me-Now Teacher" From Teacher B's Perspective

1. I know where I'm going generally, but by not planning in detail I feel I miss some important aspects of content matter.

2. Sometimes I am sarcastic when I should be serious. Students might get my sarcastic moments confused with my serious moments.

3. Sometimes when I'm kind of bored with what's going on I let it show through to the students.

4. I don't give very many home assignments, because I feel tec arts is an elective and students shouldn't be bogged down with homework. I could however, enhance their learning by offering more chances for them to learn outside of class.

5. I use the controlled anger method too much.

6. I do not keep accurate records in such matters as tardiness, this is not being consistent with students.

7. I don't seem to find the time to utilize guest speakers and fieldtrips in my present programs.

8. I get so wrapped up in what I'm doing in terms of tec arts I fail to support other school functions. I also feel I need time for myself. By other school functions I mean, sporting events, music presentations, plays, club functions, dances, parties etc.

9. I tend to want to teach kids things that will produce a product that they will be proud of and so will I. For instance, teaching kids to use the table saw instead of a hand saw.

10. Many times films are not planned to fit into a particular course, instead I get them on the spur of the moment. Timing would be better if I planned for them.

11. I need to spend more time with poor students, utilizing other teaching techniques and other sources to help these types of students achieve more.

12. Same as 11

13. I didn't feel good about throwing safety glasses at David Collyer.

14. I don't feel good about not finishing the dark room.

15. I don't feel good about not getting the necessary materials needed to finish the dark room.

16. I need to be more communicative about my ideas and techniques used in the classroom. For example, discipline techniques, ideas concerning concepts taught in the classroom, etc.

September of 1973

Teacher C: The "Me-Now Teacher" From Teacher C's Perspective

1. My communication with most of the faculty members, assistant principal and principal is not very good. I usually will not listen to what they have to say, I find my own path and follow it. I am not supportive of the programs which take students from class, and hence those faculty members running these programs are hostile toward me or completely avoid me. 8

2. I'm very strict in class, and students don't like it. They probably don't understand what I want or mean most of the time. I don"t give them a chance to make classroom decisions, it is all my way or nothing at all. 10

3. Most of the musical material I present and want the kids to learn is pre-classical, classical and some romantic and contemporary. I have not discussed or gone into it very much, rock music or electronic music. 12

4. I have a problem keeping up with students involved in extra-curriculum activities. I have some distaste for trying to keep up, because I have heard that permission slips are just thrown away at the end of the day. 10

5. I communicate with the principal and assistant principal only when necessary. I feel I shouldn't bother them with small problems. 10

6. I do not have control over my own temper. I blow up when the kids make a mistake or talk too much. My tolerance level is very low. 6

7. The music I provide the students is mainly conservative and difficult, usually Bach, Beethoven, Handel, etc. I believe this music is essential for their music awarness and growth. They should learn to understand this music and play it well, because it contains just about all musical styles, forms, etc. Besides all other serious music comes from this music. It lasts while rock music is transient and sort of faddish in its' approach. 15

8. I have not taken my classes on field trips, only the required ones. I don't like to have students miss too much class time. Besides there are not too many places available to take a chorus or band. Field trips take too much time from regular class periods, and I feel the class time is more important than doing something else. 4

9. Usually I'm very strict in class. I believe in teaching and having students learn. I don't like a noisy, talkative class. Students are here to learn - not to interrupt me while I'm teaching. I'm concerned with getting facts to them, and share what I know about music, and making them aware of others form of music other than rock. 5

10. The system of ordering supplies here at Belmont is very different from where I taught 3 years ago. I haven't figured it out yet, my budget is rather limited, and I can't seem to get things on time. I haven't received too much input on how to order. I find that too many people have to approve my order. I feel on one place should receive the purchase order, then send the material to me. The company should then bill the school when the purchase order is received. 12

September of 1973

Teacher D: The "Me-Now" Teacher From Teacher D's Perspective

2.	I lose my temper very easily in certain situations - especially when I am not feeling well.	18
3.	Only a few kids actually look forward to class.	13
4.	Often my desk is cluttered with papers and other materials in the room are not kept in their proper order.	12
5.	I have used one film, no filmstrips, and no slides. I have not made use of media devices that are available. I have had no guest speakers.	12
6.	Class atmosphere is not enhanced by bulletin boards, posters, etc.	11
7.	Class is interesting at times, but not enough of the time to keep kids truly captivated.	13
8.	I make a good attempt to treat students fairly and consistently.	14
9.	My classes are often too routine. Kids lose interest too easily.	13
10.	I try to return and answer all memos, on time however at times memos are misplaced and I am not able to answer them on time.	15
11.	There is too much routine that kids get bored with.	12
12.	I try to reach kids regardless of what level they are working at, but I need to work more in this area.	11
13.	Some kids help and teach each other.	7
14.	I am often reluctant to experiment because I anticipate failure.	8
15.	No students are involved in helping elementary students.	3
16.	No high school students are helping Belmont students.	3

17. We have only taken a couple of field trips this year. 5

18. Some students dislike math, most students don't mind math, a few students feel math, is their favorite subject. 10

19. Often I run out of energy and cannot accomplish all the things I'd like to. Kids see me as "the teacher" but I am not as warm and understanding as I should be. 13

20. We have only used the V.T.R. once. 13

21. There are some activities where students manipulate materials, but here are not nearly enough of these activities used in class. 10

22. I try to be honest with kids, but at times this is difficult. 12

September of 1973

Teacher E: The "Me-Now Teacher" From Teacher E's Perspective

1. I try to cover material in curriculum guide plus adding to it with more current information but sometimes I think the guide has some irrelevent stuff and I don't stop to analyze it enough I've done more of this lately but need to improve. 13

2. I am good about returningand going over short quizes, but long tests I keep too long (a week or week and half). My worst problem is typing papers -- I dread grading them and hoard them for weeks -- probably because they are so ambigous to grade and there are so many. 13

3. I rarely contact parents for 2 reasons: I don't want to get the student in deep trouble at home and I really lack the confidence to be sure I'm right because of my age and experience. I once had a parent really shake me up because among other things -- he said that since I had no children I really couldn't understand them. I didn't believe him but I didn't know what to answer either. A few other bad experiences have occured that also killed my confidence in dealing with parents. Really the good experiences far out number them but I'm really hung up on it anyway. 5

4. I really try at this and have improved but often my reaction to a discipline problem depends on my mood; the time of day; the student's previous behavior; the behavior of the preceeding period; how I feel physically and a billion other things. 10

5. I just order films after everyone else so they never co-ordinate. 10

6. I have good intentions but find the right day and right time etc. bog me down. 7

7. Sometimes this is the fastest way to get the most information out in the shortest time and I use it. I try other methods since lecture doesn't involve the kids much. Other times the kids get really involved and start responding to what I say and things go well. I've used this less this year but could cut even more lectures out. Only, I do think I've given them some valuable experience in taking organized notes that they'll use later. But is that a good enough reason to bore them? Nope! 13

8. I try to be precise about exactly what I grade on so students know. But I just don't like making judgements and that's the essence of a grade. I'm never confident about what a grade is doing to/for the person. 13

9. I do! Or I try to! 17

10. I like kids -- but not always the way they act. Does that make sense? And there are some whose personalities just turn me off -- these I try to be polite to but it's harder to be fair. Most of them are fantastic -- I even love them! 16

11. This one is connected to the last one. I think if you respect them it will teach them to respect themselves and others. Do I do this? I sure try. 15

12. I've improved but in my push to "get work done" I sometimes have less fun. The most fun is during discussions and individual work where I can relax and enjoy each student. 13

13. Mostly -- there are some who don't respect me -- but they don't respect themselves either. 17

14. More often than previously but not often enough. 8

15. This is the hardest job in teaching -- obviously I'm not anywhere near ther yet -- I keep trying. I'm getting wordy so I won't enlarge here 9

16. Yes -- except when student is leaving class to loaf and if behind in my class - yes. 17

17. I think kids should get all the learning experience everywhere they can. But sometimes, as all teachers I guess, I tend to take my class to seriously. 12

18. I try but with 2 rooms I often find that needed lists etc. are in the other room. 15

19. It depends on the class. 11

20. Depends on the class in sewing I do often in typing I do often. 10

21. I try to do this -- it is important to me. 16

22. Again I try -- I have worked especially this year with many students, Who have given me difficulties and have been able to find the good. Because I'm human there are times when I am not as good a person as I'd like to be. 13

23. I don't know how. I rate here -- it is very important to me but being fair is such an intagible thing. 15

24. I get many resources in home ec. and try to use them all whenever they fit. 14

25. I'm not sure where I am here. 13

26. I am improving! 9

27. I always seem to have 10 kids to need to talk to me in the typing room with a class waiting in home ec. and someone has borrowed my keys and not returned them and 4 people stop me on the way. I either have to be short and rude with people or be late occasionally. 7

28. Am more honest with students -- have improved greatly in writing progress reports for parents. 12

29. I try to start early in the year expecting them to be prepared. This tends to help them expect it of themselves. 9

30. I feel I set a good example, but could do better in not getting disgusted sometimes. 15

31. I have tried lately to resolve more problems early. 11

32. I really do think home ec. is fun and I hope my enthusiasm comes through to the kids. Sometimes their behavior does affect my enthusiasm and energy level. I'm also fired up about Belmont -- kids -- life!

33. I think it is important for kids to know basically what to expect. But, in retrospect perhaps I have been too schedule oriented (we must do this today so that tomorrow we can do that so we are ready on Monday for etc. etc.)

34. I feel I am competent in my subject areas. 18

35. I feel this is unnecessary and if I do it it is unintended. 15

36. I can easily make the atmosphere fun when we are doing lab; not so easily in "required" curriculum areas. Part of it is the pre-conceived notion of the kids that we only cook and sew and anything else I do is because I'm stalling! I've really tried to update and add to the other units for fun and learning.

37. To most students I can be honest, a few intimidate me! 14

38. I push for self-confidence but need to develop more personal skills to be more effective. 14

39. Considering night classes and distance of travel I do about as much as I can. 14

40. Sometimes I have a hard time understanding why kids don't get involved -- but -- 11

41. I can learn to get full attention before I begin and then use a minimum of words. 8

42. I'm learning from kids and try to be receptive to others ideas. 15

43. But I've really planned this summer! 10

44. I usually maintain control of the class, but I need to do a better job. 15

45. I don't take enough time. 13

46. What is useless to some isn't always useless to all -- but how does one know. 13

47. I'm trying to be! 12

APPENDIX F

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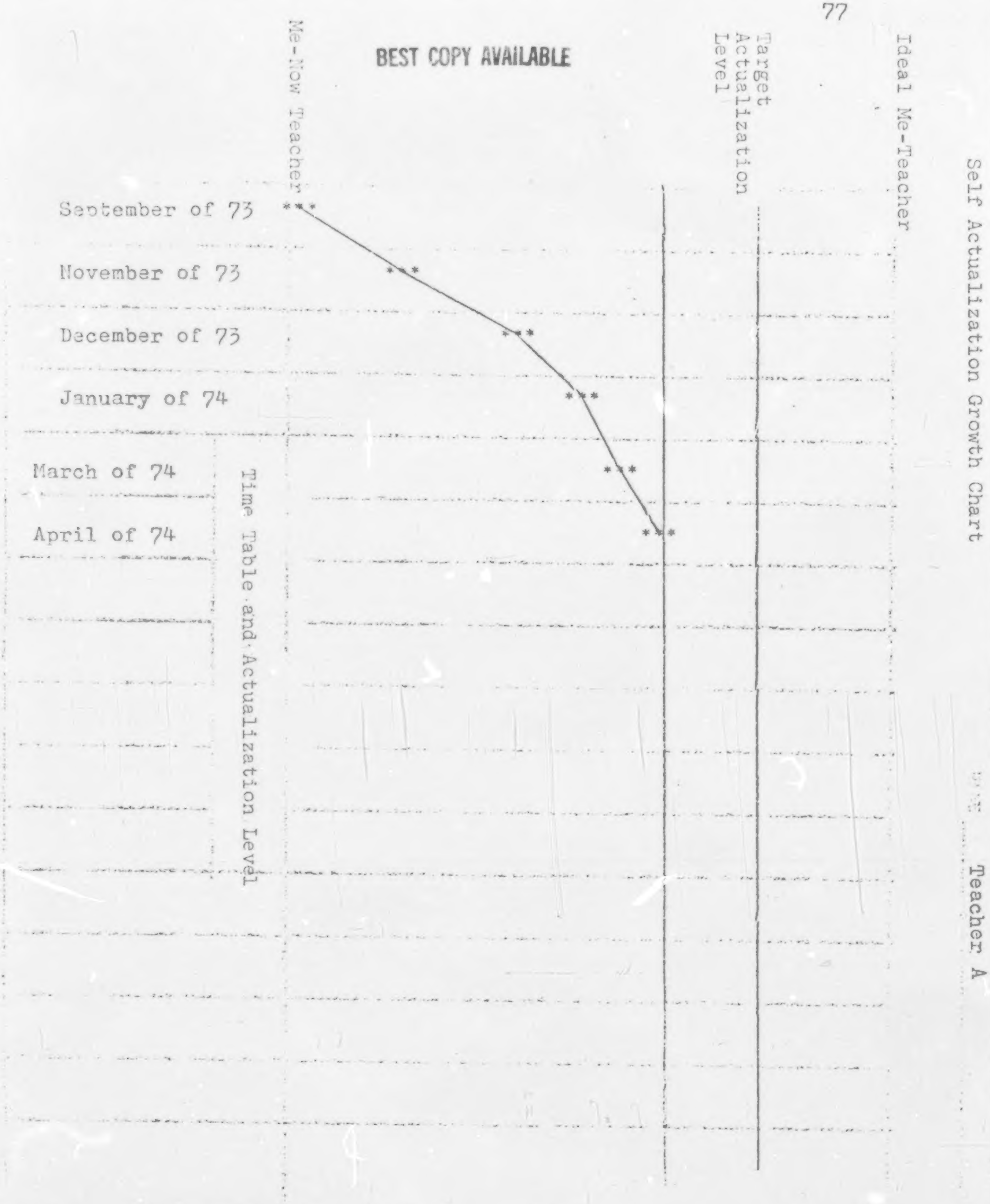

Self Actualization Growth Chart

Teacher A

December of 1973

TO: Principal

FROM: Teacher A

SUBJECT: Things you can do to help me become a better teacher

1. Become better acquainted with the philosophy of the foreign language program and the methods employed.
2. Observe and critique more often.
3. Share with me more your ideas regarding discipline. Could we together dream up some good assignments for myself.
4. Continue the self actualization process.
5. Continue to share with me your ideas and those of others and provide an opportunity for some discussion of them.

December of 1973

TO: Principal

FROM: Teacher B

SUBJECT: Five Things You Can Do To Help Me Improve

1. Help me organize and develop a meaningful work crew project for the spring of 1974. This project should be planned, organized, and executed with the utmost of efficiency. (More than any project ever carried out at Belmont).
2. Try to spend more time in the shop with students and teachers.
3. See if there is any possible way the maintenance department of Jeffco Schools could paint the shop this summer.
4. Coordinate large projects so that all of the activities would not come at the same time, thus minimizing students out of class and utilizing special class schedules.
5. Help this teacher decide on where his place and direction is in education. (This will have to be discussed for you to understand).

Thanks for spending the time to utilize this type of education, it is very helpful as a teacher.

September of 1975

Some Do's For The "Me Teacher" By Teacher C

1. Always exude enthusiasm and pleasure during your teaching. This is important; even in your sterner moment a smile should never be far away.
2. Know your work thoroughly, especially a new song, and begin every lesson with a clear lesson plan in mind.
3. Be quick to recognize and praise fine effort. Be proud of your singers and tell them so.
4. Lighten the lesson occassionally with appropriate humor. Expect and ignore raucous response, using a double clap to restore quiet.
5. Dress neatly and conventionally, clean shoes, tidy hair.
6. Find what popular sport interest prevail. Learn about these sufficiently to discuss them with the students. Attend school games regularly and be sure to be noticed.
7. Meet each incoming class at the door of the music room and establish order and quiet before you admit students to the room. This especially necessary after lunch or if boys are coming from a physical education activity.
8. At the end of a lesson reaffirm your control. The bell does not dismiss the class -- the teacher does.
9. Be ever ready to admit a personal error, such as an indefinite lead in, insufficiently clear instruction, uncertain starting pitch, etc., and avoid placing blame on the students for error.

September of 1973

Some Don't For The "Me Teacher" By Teacher C

1. Don't ask a general question of the class which evokes mass vocal response. "What song would you like to sing?" "Would you like to listen to a phonograph recording?"

2. Don't ask a student if he will do something for you such as cleaning the chalkboard. Instruct him to do it, followed by the word please.

3. Don't turn your back on the class for more than a few seconds.

4. Don't ever promise retribution you are unable, or not disposed, to carry through.

5. Don't ever get angry or show temper. If punishment is unavoidable, exact in a regretful manner.

6. Don't send a nonconforming student to the principal's office for disciplinary treatment. The moment you do this you have admitted personal defeat, a fact known to the class, and your prestige is lowered.

7. Don't listen to tales or gossip about other members of your chorus or class, or about other faculty members.

8. Don't make any special student friends or try to be casual with your class or chorus. Being a good fellow and one of the gang sometimes gets you into a situation in which it is impossible to assert yourself with any authority.

9. Don't allow your class to dismiss noisily.

Rate yourself according to the national percentiles listed under each item below. Circle the one which best suits you.

1. Superior Perception of Reality--I am able to judge both situations and people accurately.

   1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99

2. Acceptance of Self, of Others, and of Nature--I have an appreciation of the uniqueness and intrinsic value of each individual (including myself) and nature as I experience it.

   1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99

3. Spontaneity--I have the capacity to experience and to respond to that experience with full awareness and appreciation of feelings.

   1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99

4. Problem-Centering--I have the capability and tendency to lose myself in a meaningful task.

   1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99 %

5. Detachment and Desire for Privacy--I have the ability to be alone with my own thoughts and creative pursuits.

   1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99 %

6. Autonomy and Resistance to Resist Enculturation--I have independence in judgment, with the ability to formulate my own values and standards within the press of culture.

   1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99 %

7. Freshness of Appreciation and Richness of Emotional Reaction--related to spontaneity, above.

   1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99 %

8. Higher Frequency of Peak Experiences-- I am spontaneous, willing to experience, and in touch with my feelings which have depth--sometimes almost mystical depth.

   1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99 %

9. Stronger Identification with the Human Species--I have a feeling for others that extends beyond friends, family, race, or nationality to mankind in general.

   1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99 %

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10. More Effective Interpersonal Relationships--I have the ability to establish close, undemanding, and non-possessive relationships with a few persons and effective even though not close relationships with a larger number of persons outside this small group.

1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99 %

11. Democratic Character Structure--I have a respect for others and no need to exert power or control over others.

1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99 %

12. Ethical Certainty--I have a well-developed system of values, ethics, and ideals for the regulations of my own life.

1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99 %

13. Unhostile Sense of Humor--I have a spontaneous sense of humor related to the situation; not destructive or hostile.

1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99 %

14. Creativeness-- I have a creative approach to life in general and the ability to identify fresh solutions to life's daily problems.

1 - 19 %   20 - 39 %   40 - 59 %   60 - 79 %   80 - 99 %

To: Teachers

From: Principal

Date: April of 1974

Subject: Student Feedback IF You Want It

List five questions about yourself or your teaching to which you would like an honest student response. After interviewing seven of your students, the results will be given to you in written form!

1.

2.

3.

4.

5.

Teacher's signature________________

AFFECTIVE CHECKLIST
OF
AFFECTIVE BEHAVIOR

RATING SCALE:

+2	Very strong positive
+1	Positive area
0	Area is neither a problem nor a strong attribute
-1	Needs some improvement in this area
-2	Strong problem area

DATE:							
AREAS RELATING TO SELF:							
1. Physical characteristics and health, personal appearance							
2. Self-understanding, self-acceptance, positive self-regard							
3. Self-control, emotional stability							
4. Positive, optimistic							
5. Sense of humor, natural spontaneous							
6. Careful, shows good judgment							
7. Imaginitive, creative, original							
8. Bright, good memory, perceptive							
9. Interest in arts, aesthetic sensitivity							
10. Values, ideals, strength of convictions							
11. Realistic expectations of self							
12. Coping skills, able to learn from mistakes							
13. Open-minded, flexible, willing to change, will to risk							
14. Interested in learning, curious, becomes involved in a task							
15. Goal oriented, efficient, thorough							
16. Pride in accomplishments							

AFFECTIVE CHECKLIST
OF
AFFECTIVE BEHAVIOR

RATING SCALE:

+2 Very strong positive
+1 Positive area
0 Area is neither a problem nor a strong attribute
-1 Needs some improvement in this area
-2 Strong problem area

DATE:							
AREAS RELATING TO SELF WITH OTHERS:							
1. Independent, self-confident, shows initiative and individuality							
2. Interdependent vs. counterdependent, defiant							
3. Relies upon self-assessment, not controlled by assessment of others							
4. Self-assertive, agressive							
5. Interpersonally effective, cooperative, kind, helpful							
6. Able to give and receive feedback, non-defensive							
7. Responsible, fair, dependable, loyal							
8. Interested in others' welfare, sensitive to feelings of others, sympathetic, understanding							
9. Non-possessive, undemanding, forgiving							
10. Open, shares ideas and feelings honestly, authentic							
11. Tolerant, unprejudiced, accepting, treats others as equals							
12. Friendly, warm affectionate, trusting others							
13. Accepted, respected by others							
14. Sociable, outgoing							
15. Social responsibility, citizenship							

October of 1973

	Teacher A's Rating of Self on Actualization of Ideal Teacher	Principal's Ratings of Teacher A on Actualization of Ideal Teacher
1.	16	16
2.	13	16
3.	16	12
4.	17	17
5.	15	15
6.	19	19
7.	15	15
8.	14	13
9.	17	18
10.	15	18
11.	14	14
12.	15	14
Total -	186	187

October of 1973

Teacher B's Rating of Self on Actualization of Ideal Teacher		Principal's Ratings of Teacher B on Actualization of Ideal Teacher	
1.	14	1.	14
2.	10	2.	16
3.	11	3.	16
4.	8	4.	8
5.	12	5.	12
6.	16	6.	17
7.	0	7.	0
8.	11	8.	10
9.	14	9.	10
10	17	10.	10
11.	14	11.	10
12.	15	12.	16
13.	13	13.	18
14.	0	14.	0
15.	0	15.	0
16.	12	16.	10
Total -	167	Total -	167

October of 1973

	Teacher C's Rating of Self on Actualization of Ideal Teacher		Principal's Ratings of Teacher C on Actualization of Ideal Teacher
1.	17	1.	15
2.	13	2.	15
3.	10	3.	12
4.	18	4.	18
5.	15	5.	13
6.	13	6.	17
7.	18	7.	15
8.	0	8.	0
9.	12	9.	12
10.	20	10.	15
Total -	136	Total -	132

October of 1973

Teacher D's Rating of Self on Actualization of Ideal Teacher

1.	15
2.	15
3.	15
4.	15
5.	14
6.	18
7.	15
8.	16
9.	16
10.	18
11.	15
12.	16
13.	14
14.	16
15.	0
16.	0
17.	17
18.	14
19.	16
20.	10
21.	0
22.	18
Total -	293

Principal's Ratings of Teacher D on Actualization of Ideal Teacher

1.	17
2.	18
3.	17
4.	16
5.	10
6.	10
7.	14
8.	19
9.	16
10.	17
11.	16
12.	17
13.	16
14.	18
15.	0
16.	0
17.	12
18.	15
19.	17
20.	10
21.	0
22.	18
Total -	293

November of 1973

Teacher E's Rating
of Self on Actualization
of Ideal Teacher

1.	17
2.	13
3.	5
4.	15
5.	18
6.	16
7.	17
8.	17
9.	17
10.	18
11.	18
12.	15
13.	15
14.	12
15.	10
16.	17
17.	15
18.	17
19.	10
20.	15
21.	17
22.	15
23.	15
24.	18
25.	15
26.	10
27.	15
28.	15
29.	15
30.	15
31.	15
32.	18
33.	17
34.	17
35.	18
36.	18
37.	16
38.	18
39.	17
40.	15
41.	12
42.	16
43.	15
44.	16
45.	17
46.	17
47.	17
Total -	725

Principal's Ratings of
Teacher E's Actualization
of Ideal Teacher

1.	15
2.	15
3.	10
4.	13
5.	15
6.	9
7.	15
8.	18
9.	17
10.	17
11.	16
12.	15
13.	17
14.	10
15.	10
16.	19
17.	15
18.	16
19.	16
20.	13
21.	16
22.	15
23.	16
24.	14
25.	14
26.	14
27.	10
28.	16
29.	10
30.	16
31.	12
32.	15
33.	15
34.	18
35.	16
36.	15
37.	15
38.	16
39.	17
40.	10
41.	10
42.	16
43.	13
44.	16
45.	15
46.	15
47.	15
Total -	681

November of 1973

Teacher A: The "Me-Now Teacher" From The Principal's Perspective Stated in Sentence Description

1. He has added excitement to his classes with his personal enthusiasm and zeal to make his classes more relevant and interesting.

2. He got off to a good start in good lesson organization with some very fine advanced planning, and Teacher A continues to avoid putting off things such as student evaluations and planning for the Mexico trip.

3. Teacher A's discipline referrals have decreased this year due to better classroom organization, improved communication with students, and his re-examination of philosophy and procedures.

4. He continues to display appropriate humor with students and fellow teachers.

5. His students respect him more this year than last based on several student's input: several students claim him as their teacher, many have indicated that french or spanish is their subject, and their has been a total absences of student complaints about Teacher A from students.

6. He remains one of the most respected of all the teachers among his fellow teachers.

7. Even though he has given time to others, he could give additional help and encouragement to students and fellow staff members.

8. Since September of this year his motivation level has remained high, but he should try new techniques in motivation.

9. Teacher A's sincere interest in improving student evaluations, with the help of student self-evaluations, is a good indication of his concern for each individual; however, he should think of other effective ways of re-enforcing students who have important needs.

10. Most of your interest in students this year seems to be related to your subject, and they have been highly receptive to your sincere interest.

11. You have been slow to develop creative teaching techniques.

12. Your communication with students both at a group and individual level has improved greatly since September of this year, and you should continue to sharpen your communicative skills.

December of 1973

Teacher B: "The Me-Now Teacher" From The Principal's Perspective Stated in Sentence Descriptions.

1. You are planning long range better this year, but there are some events, activities, etc., that you may be forgetting due to a pre occupation with the present.

2. My impression is that you have been very sincere with students this year, and that your students are very happy with you as their teacher.

3. Because you have pressed yourself to cover certain units to be sure that kids get through them, I feel that your approach and presentations have not had the excitement for which you are striving.

4. You could still coordinate more outside assignments with class experiences which would enhance learning.

5. To date, this year, I am not aware of your using other than fairly standard techniques in handling discipline problems.

6. You are more consistent in dealing with tardiness and keeping records on tardiness and absenteeism.

7. You have brought in one guest speaker this year, and I don't think you have used the community for class activities.

8. You have attended a couple of football games and socials this year which, for the first 13 weeks, is an improvement over the first 13 weeks of last year.

9. To date, you have not put forth a comprehensive effort to teach "basic skills" at the lower grade levels, but you have worked on the problem.

10. You have utilized relatively few films and visual aids this year.

11. You are striving to help poor students succeed, but you should remind yourself to work more with them.

12. You have not provided the challenges to your better students to the degree that you are satisfied because it is much easier to teach them all the same and individualized evaluations only.

13. The need for control of your temper is rarely manifest; I sometimes feel under currents. However you sometimes carry your anger or disgust from one class to another thus creating an unnecessary problem. 16

14. Under the circumstances, you plan your time fairly well with the work crews. You certainly did better this year than last. Sometimes you don't complete a project which could indicate need for planning, lack of genuine commitment, or low priority of projects in relations to other activities. 10

15. Same as 14

16. Your opinions are well respected by your peers. They are not frequently shared in general sessions. Your tendency is not to step on toes and to acquiesce. 7

December of 1973

Teacher C : The"Me-Now Teacher" From The Principal's Perspective Stated in Senctence Description

1. You are succeeding in accomplishing this objective, but in the last month you have not been communicative with staff members somewhat more anxious, and less cheerful than you were during October.

2. Communication between you and your students continues to improve, and there is a greater degree of mutual affection between you and your students.

3. My feeling is that you are still not satisfied that your music is as up to date, as you want it to be, or that you have gotten into enough rock or electronic music; however you seem to do a tremendous job with rhythmic patterns.

4. You are improving much, in keeping up with instructions, records, absentees, etc.

5. You have not increased the number of visits to the principal, and, even though there is communication between us, much of it is initiated by myself.

6. You are maintaining better control of your temper.

7. Even though you are providing a variety of music for your students, you could increase the quality and variety.

8. You have taken your classes to a concert, on one field trip to the sound center, and you have brought in a guest speaker.

9. You are providing a more relaxed atmosphere and dealing more effectively with the feelings and attitudes of kids, but, again, in the last mont I sense that you get up tight more.

10. I believe you are now familiar with the procedures for ordering materials and supplies, even though you sometimes forget some details such as cut off dates.

November of 1973

Teacher D: "The Me-Now Teacher" From The Principal's Perspective Stated In Sentence Descriptions.

1. You have become more concise and clear with instructions, but you should continue to improve.
2. I have noted some "bad moods" which have somewhat affected your class atmosphere.
3. Math is exciting 80% of the time and most of your students look forward to your classes.
4. The neatness of your room has improved considerably.
5. Your classes lack the balance for which you are striving.
6. I have not noticed your bulletin boards changing very much, the posters are attractive, the seating arrangement seems close to what it was last year, and your class atmosphere is very good.
7. Your classes are more interesting this year, and you have referred six students to the A.P. office for conduct reasons.
8. Class procedures are fair and you treat students fair with consistency.
9. The "experiment," the metric sign idea, and the student store have given your classes more balance and change of routine.
10. Your personal management system is much better so far this year.
11. You could improve the design of "routine work" to stimulate more student enjoyment.
12. You are doing a good job in reaching kids, regardless of their math level.
13. Some of your students are eager to help and teach each other, but many are not.
14. One formal experiment has taken place so far this year.

15. None of your students has been involved in helping elementary students with math.

16. Senior high students have not been involved with your classes.

17. I believe you have taken one or possibly two field trips this year, but trips have not been taken on a regular basis.

18. A greater percentage of your kids this year feel that math is their favorite subjedt.

19. Most students think of you as cheerful, helpful, "the teacher," but many do not think of you as warm.

20. You have not used the V.T.R. this year.

21. I have not noticed any physical models, but please note number nine.

22. You are developing an honest rapport with students.

January of 1974

Teacher E: The "Me-Now Teacher" From The Principal's Perspective
Stated in Sentence Description

1. You have become far more sensitive about making class work relevent.

2. Though there are some delays, most of the students' papers are returned promptly.

3. I think you have the confidence to contact parents, but like most of us you lack some courage to do this.

4. You are much more consistent in following disciplinary procedures.

5. Your coordination of films and materials seems better now than last year.

6. You have used few resource people in the classroom this year.

7. You have compensated for some lecture and note taking with different kinds of learning activities.

8. You have displayed great confidence in your own system for student evaluation.

9. You praise more often because it is such a genuine goal for you.

10. You display lots of affection for kids.

11. You have high respect for human-beings which includes kids.

12. You have been more happy and content this year while teaching.

13. You are one of the most respected teachers on the staff in the eyes of the students.

14. Though you have tried creative ideas, your creative output is not as high as your creative potential.

15. You continue to improve your skill in motivating students.

16. You continue to be very cooperative with other teachers -- both in disposition and actions.

17. The fact that kids are enjoying your classes is significant.

18. You seemed more tuned-in in general to what's going on at school.

19. You have demanded and received more responsibility from students regarding student privileges.

20. The class with Mike Bonger and Mitch Casados is of good examples of individualization of materials.

21. You have lots of "school spirit," and the students, school, and staff appreciate it.

22. You are good at forgiving and seeing the good in people.

23. You are highly sensitive about being fair with students.

24. Your own personal taste in fashion is one example of your keeping current, and you are trying to do the same with news articles and other resources.

25. Your room generally looks nice.

26. See 25

27. Though going back and forth between two buildings, you are doing better in arriving at class on time.

28. The student evaluation system has helped you become more honest with students and parents.

29. From all indications you have helped students become more responsible with supplies, books, etc.

30. You set a fine example for students.

31. You are still not satisfied with the manner in which you communicate with some students because they get you on the defensive.

32. You generally maintain a high level of enthusiasm.

33. You and your students seem comfortable with the amount of class routine.

34. You are highly competent in your subject areas.

35. You do not humiliate students intentionally because you are very sensitive in treating them humanly.

36. You have a very cordial, non-threatening atmosphere which is good for learning and growth.

37. You maintain good communciations with students which is one basis for their great respect for you.

38. You are good for kids because you believe in them, and you manifest this belief.

39. You do get involved with, and are supportive of, most school activities.

40. You have been very sensitive about trying to improve your understanding of students.

41. Your students are not having problems understanding your directions, but you could still become more concise.

42. You have shown a great willingness to take suggestions from students and do something about them.

43. You have improved your organization by planning ahead with lessons and ideas.

44. You have better control of your classes this year than last.

45. Number 1 through 44 reveals your strong and sincere interest in the total student!

46. You have become very sensitive about having kids memorize when it isn't really necessary.

47. Your human qualities continue to dominate!

November of 1973

Teacher A: "Me-Now Teacher" From Teacher A's Perspective
Stated in Sentence Description

1. I feel I am more exhuberant and consistently more so this year.

2. Good progress is being made over last year, but I am still far from being satisfied and I must work on being consistently prepared.

3. I am making progress but I do not feel as though I am on top of it, there are times when I am dissapointed in my performance.

4. In the area of displaying appropriate good humor I feel I am making considerable progress.

5. Though not in all cases I believe I have much more respect from my students.

6. I feel good about the respect I have of my fellow staff members, of course I believe this is a feeling pretty much shared by all on the staff.

7. Though I am more free to do so, aside from students I do not feel as though I share much with others.

8. I am doing a somewhat better job in motivating my students, but..

9. I do take a sincere interest in the problems of each student.

10. I am concerned with and take an interest in student affairs. I also try to be supportive of their efforts.

11. I have been somewhat more creative this year in the development of teaching techniques, but I have not been applying a sufficient amount of my energies and time in this area.

12. Overall I feel I am making good progress however, I am not always as successful as I would like to be in dealing with individuals.

December of 1973

Teacher B: "The Me-Now Teacher" From Teacher B's Perspective Stated in Sentence Descriptions.

1. I've improved in this area, mainly in obtaining movies and outside resources for in class activiites.
2. I have been very honest with students lately.
3. I have been exciting in my approach to woodworking but less exciting with 9th grade metals.
4. I have coordinated more outside assignments to enhance learning, not as much as I should.
5. Again, I have been extremely honest in my approach to discipline problems.
6. I have established a reputation this year and students know they have to be in class on time.
7. I did this once.
8. I should support the play effort more.
9. Concentrating more on basics so far.
10. I have done this completely and feel good about it.
11. I need much more work in this area.
12. I am doing that this year.
13. I lost my temper once this year.
14. I haven't been involved in a work crew project.
15. I still sit and listen, mostly because I'm always busy doing something to get ready for school. I don't have time to do anything this year.

December of 1973

Teacher C: The "Me-Now Teacher" From Teacher C's Perspective Stated in Sentence Description

1. I believe I have improved communications with the staff by talking directly to teachers in the morning and coordinating my efforts with their ideas.

2. Student communication with me has improved because I have found numerous musical games that have made music fun to learn and fun to teach.

3. Students are warming up to more complex rhythm patterns as well as learning how to interpret music through my guidance.

4. I have paid special attention this year to work crew lists to give the kids a fair shake on attendance.

5. I have increased my visits to the principal that have helped me overcome problems that I could not of handled alone.

6. I am making an effort to control my temper in class because learning is more fun with a personable teacher who enjoys his subject and wants his students to also.

7. A quick look at the band and chorus music will show the variety of music they are performing this year.

8. I have made plans to take more classes on more field trips because extra activities increase the appreciation and enjoyment of music inside of class.

9. I have found that students really listen and learn better in a relaxed atmosphere due to my classroom experiements with new teaching methods.

10. County procedures are now more familiar to me, because I have used them more often an understand their importance.

November of 1973

Teacher D: "The Me-Now Teacher" From Teacher D's Perspective Stated in Sentence Descriptions.

1. I have improved class presentations in respect to clearness, but there is still room for improvement.
2. I have good control over my emotions and am generally calm and composed in most situations that arise.
3. Math is about 60% exciting and rising.
4. My room is neat and in order 85% of the time.
5. I use the overhead projector almost daily, have shown several films, used a few filmstrips, have had no guest speakers and used no slides.
6. Bulletin boards need to be changed; kids are in the process of helping with class decorations.
7. At times, class is interesting, intriguing and challenging.
8. I am fair and consistent when treating student problems.
9. I am rapidly approaching a good balance of routine and change.
10. I am usually efficient answering (and recycling) memos but everyone sleeps once in awhile.
11. I am trying different approaches to routine work, some have been very successful.
12. Grouping and individualizing is helping me to reach kids at all levels.
13. Some kids are eager to help each other.
14. I have done more experiementing than ever before and am still at it.
15. Nothing accomplished here
16. Nothing accomplished here

17. I have gone on two field trips but have six to be scheduled.

18. No way!

19. When in the classroom my energy is unlimited; out of the classroom I am exhausted.

20. No work done here.

21. Have dealt with several physical models and manipulative activities - especially at 7th grade level.

22. I am honest with kids about their work and attitude; kids are generally honest with me.

December of 1973

Teacher E: "The Me-Now Teacher" From Teacher E's Perspective Stated in Sentence Description

1. I have re-examined relevency of work this year and am more confident that what I teach is relevent.
2. Corrected student work is returned more quickly; especially typing since I have arranged a set of criteria to judge papers by.
3. Contacting parents is still a weak point; I see it often as a threat tactic rather than a help; perhaps a reflection of my own up-bringing.
4. I feel it is important to uphold school procedures although I have been hesistant to send students to the office.
5. Films have been ordered and used with a great deal more frequency this year; I am much more aware of the wealth and variety of resources in the IMC and plan for their use.
6. More resource people have been used this year and several more are scheduled.
7. Lectures and notes are still an efficient way to put out information, but are used with less frequency and more creativity (i.e. visuals, demonstrations, etc.)
8. I have a great deal of confidence in my present methods of evaluation of students and work constantly to revise and improve them.
9. Poise is a vital part of motivating my students.
10. I really like most students and I try to share their accomplishments with other teachers.
11. Even those that are more difficult for me to like, I respect as people; those who lack self respect are hard to respect and it is my job to help them find some self resptect.
12. Teaching is fun -- especially when the class sees the task as fun.

13. Most of my students respect me; others seem to take advantage of me easily.

14. I have been more creative this year, with good results.

15. I feel I am more perceptive about how to motivate many students but some are still so hard to reach!

16. I respect my peers and feel that their programs deserve not only cooperation but support.

17. I have encouraged my students to participate in interesting programs that take from my class; this is not a problem for me.

18. I have kept announcement posted and up-to-date, have encouraged better attention to announcements, and have kept an up-to-date calendar;there's always room for improvement.

19. This is my big problem lately and I realize that better records of who leaves the room for how long would help; I haven't done enough to cause a big change.

20. I have been able to do this more as I gather more resources. Still, I tend to assign for the class (in some areas) rather than for the individual.

21. I feel a great deal of responsibility to others for quality of learning but perhaps too much toward the curriculum guide and the high school.

22. I can forgive students yet wish to do so more with reality in some cases, less so in others. (That sounds crazy but I'll explain.)

23. Oh, how I try and oh how I fail at times ... but I keep tryping: is anyone ever fair?

24. I have accumulated two file drawers full of current materials and use magazine articles often.

25. I have worked at direct student assistants in helping with room organization; it is better but time, space and people keep it looking lived in.

26. Same as 25

27. I still am late occasionally between 2nd and 3rd going from typing to home ec. but I realize the importance and keep trying.

28. I have learned to be much more honest about lack of progress; it doesn't help parent or student to pretend all is okay when it is not.

29. Icredibly, I have made progress in helping students be more responsible in some classes -- in other classes I have failed miserably.

30. I try to set a good example.

31. I have been able to deal more effectively with many problems by settling it individually outside of class; improvement is needed as some students can probe at more emotion-tied areas.

32. I feel enthusiastic about most things we do at Belmont and I hope it shows and catches on!

33. I have strayed from routine more this year and have experienced some advantages and disadvantages; I am working on a happy medium.

34. Home ec. in-services and contact help increase competence in those areas; individual study has helped me become more competent in my own typing skills.

35. I try not to humilate anyone yet in an emotional moment may have done so.

36. Most classes seem relaxed and have fun; really more so this year than ever before.

37. Sometimes I communicate my true feelings too much; usually there is a balance.

38. Evaluation of progress helps students see their own improvement and accomplishment of goals; the new system has helped me reach this goal.

39. I am involved in school activities as much as time and transportation allow!

40. Conversations with other teachers help me understand some students' behavior; taking time to talk to students often does the trick;some students defy easy understanding and I continue to work on it!

41. I have improved greatly here; I found that samples and visuals of all kinds say much more than verbal instructions.

42. I have incorporated some student suggestions, need to take time to listen to more.

43. I am generally well planned and seem to keep improving at being "efficient."

44. Class control is not a problem; it was in one class but I have discovered the reason behind the problem.

45. I care about them as people.

46. I have taken a good, questioning look at terms and facts and have reduced memorization

47. Sharing feeling honestly with students has allowed my humanity to show.

APPENDIX G

The "Me-Now Teacher" From The Principal's Perspective
(Completed in March and April of 1974)

March of 1974

Teacher A: The "Me-Now Teacher" From The Principal's Perspective

1. You are exuberant in planning activities such as field trips and special events. You need to explain your excitment more to daily activities which will really turn kids on to foreign language. 16

2. Your organization has improved even on a long range basis. You should, however, increase the creativity level on the events which you plan, and you should involve students to a greater degree in the planning and implementation. 15

3. Your manner of dealing with students who are potential discipline problems has improved greatly; this is mainly because you have related to kids more earnestly, and consistently. They know better who you are, what you expect, and where they stand with you. Your own self analysis has been quite valuable; you have had only 11 referrals in 5 months! Half of these were in the first two months; eight for detentions, four for throwing things, and one for talking. 17

4. Your taste in humor is good. No student has complained about sarcasm or poor taste on your part. You seem more relaxed and at ease with your students. When one is up tight, he is more apt to display inappropriate humor. 17

5. Your students' respect for you is greater than it has been for three years. Why? They know you care; they see you improving; you are fairer with them; they think you are real.

6. You continue to earn the respect of your fellow teachers due to your concern for their problems, great disposition, poise, and your generally professional attitude. 19

7. You take time for others and they truly appreciate it. Some teachers don't understand why you miss some social functions and this concerns them. You could take more initiative in getting better acquainted with new teachers. 16

8. You have been more successful in motivating students: disciplinary referrals are down, negative reaction to your classes this year is non-existent, and student interest is up. You need to explain your catalogue of motivation techniques. 15

9. Because you *have* taken a more sincere interest in individual problems you are succeeding at a faster pace. You need to *look* for problems more instead of counting on them coming to you. 18

10. Helping in the planning for the spring trip to Mexico, even when you aren't going; organizing campaigns to raise money for the trip; working out good field trips such as the George Town trip, working with the A.P. in some simple behavior mod contracts, preparing spanish lunches, are all evidence of your success! 18

11. Hopefully your readings on Skinner and others will stimulate more ideas for teaching techniques. See 8 15

12. Your communication with students has improved greatly. See 9, 8, 5, 4, 3, 2 and 1. 16

March of 1974

Teacher B: "The Me-Now Teacher" From The Principal's Perspective

1. You have become more sensitive to the value of long range planning in the last three or four months. You have been making plans for several special activities for the second semester including affective education, work crew projects, and other things as well. You are already making plans for next year. 16

2. Sometimes the U.S. Army comes out in you; a little sarcasism here and there, However, you have become more undertanding of your students and threfore more tolerant. You continue to be greatly admired by your students, and the more they like you as a person, the easier they are going to be to teach. 18

3. Building the racers and competing with Carmody Junior was a good example of adding excitement to your classes. Overall, you have not often provided highly exciting approaches and presentations. You have, however, maintained a high level of interest among your students! 15

4. In the last month or so you have not coordinated many outside assignments. Certainly some students have taken work home with them, but I am unaware of any special assignments. 8

5. You have not used many techniques in dealing with discipline problems for one good reason: you have had very few discipline problems! You continue to have some trouble using behavior mod. because of the time problem. You have worked well with David Schnieder.

   You are also anticipating problems and getting to them before they grow. 13

6. You are doing a consistently good job in handling tardies! 18

7. You have neglected to utilize the community or guest speakers to any great extend -- maybe once or twice. 6

8. You supported many school activities at the outset of the year. In recent months, you have not taken good advantage of other school functions such as the spring play and wrestling. 12

9. Your first year students receive excellent instruction in basic technical arts skills. You have placed more emphasis on basic skills this year. 11

10. You have used more films and visual aids this year. You could make better use of the V.T.R., the movie camera, and the slide projector. 10

11. You have not put forth a concerted effort to work with students who have learning deficiencies. Again, you have helped David by cooperating with the behavior modification program! 11

12. You are doing more to challenge your brighter students. They naturally demand that you give them more attention. They could still use more and varied challenges. 16

13. See number 2 above.

14. You have been too busy with other things to devote time to work crews. Possible projects which need to be completed are the dark room, the sign, painting the outdoor tables and repairing them, and building the ball field. 9

15. See 14 9

16. You have become much more expressive of your view, and your fellow teachers know better where you stand. I hope you will continue to express your feelings, making suggestions, and offering comments and criticisms because I feel you have much to offer. 17

March of 1974

Teacher C: The "Me-Now Teacher" From The Principal's Perspective

1. You are improving communication with other teachers: you take lunch with them, chat with them, and participate in meetings. Several teachers have commented that they have gotten to know you better this year; this is mostly because of you attitude. Even though you have been on the brink of confrontation with one or two staff members you held your cool! 16

   One reason more people at Belmont know better how to take what you say this year, as opposed to last year, is that you have become more sensitive to how you are received.

   Even though you are more cheerful and friendly this year, you still come across too often in a less than cheerful or friendly manner.

   Try not to communicate because you have to, out of neccessity, but instead because you want to!

2. About the only time you seem to have trouble communicating with students this year is when you are not feeling well or sort of up tight. Over all you have greatly improved your rapport, and therefore, communication, with kids.

   As you move toward a more positive communication your rapport and communication will improve. Affective education might well be the answer. 16

3. You're working on more up to date music and placing emphasis on scale patterns and rhythmic patterns. Your study of rock music or electronic has not taken place to any dramatic degree. 12

4. You have improved greatly in administration of instruction and attendance; it is mainly due to your good attitude. 19

5. Our visits are too far apart and too rare, and they are generally problem oriented. You don't take advantage of the ideas and techniques which I might have that might possibly benefit you. 14

6. You continue to control your temper better. However some kids sometimes think you might be mad because of your facial expression is often not a happy one. 15

7. You have increased the variety and quality of music, but you still have a long way to go. Student involvement should continue in the selection of music! 18

8. You have neglected many field trips which would be much fun and enriching. It's not too late. 4

9. You have relaxed the class atmosphere, and kids are having more fun in music; you have improved greatly. You are much more positive in dealing with your students now, and they like you more for it. 14

10. You seem well informed about procedures for ordering materials and supplies. 20

March of 1974

Teacher D: "The Me-Now Teacher" From The Principal's Perspective

1. You have become much more concise with your verbalization. I think it is because you have become more sensitive about being clearer and more concise. 17

2. You seem to be in good control of your emotions; sometimes maybe too much so. It is rare when you are in a bad mood or upset. Some days you do seem much more serious than others. 18

3. Math is really exciting 75% of the time, and I feel kids do look forward to your class. 17

4. Your room is usually neat, clean, in order, and well decorated. 19

5. Your balance of presentation -- films, filmstrips, slides, overhead projector, guest speaker -- has improved some -- still could improve more. You've had one guest speaker, a few films and film strips. 16

6. Your class atmosphere is highly condusive to learning. The bulletin boards are nice, (not changed enough), the paintings, posters, are also neat. I'm not sure that the seating arrangements have been unique. I like the way you get the classes involved from time to time in fixing up the room! 18

7. Your classes maintain a high level of interest (there could be more intrigue). You have had few discipline problems because of the high interest level of your classes. 17

8. Your rules and procedures are fair, and you treat students consistently and fairly. Not one student has complained to me about being treated unfairly! 19

9. You have acquired a better balance of routine and change. The metric sign project, the student store, bowling matches, student statistics keepers, game exercises - puzzles, daily assignments, exams, field trips, motivation experiements are good example of the contrast! 16

10. Your personal mangement system is A-O.K. Honor roll sheet, evaluations, advanced planning, all, seemed in good order. 19

11. Most kids enjoy the "routine" of your classes because you give them lots of individual help and they benefit greatly by your individualized program. 17

12. You do reach most kids, regardless of ther math level. It takes a very exceptional problem to prevent you from reaching a student. I guess David Schneider might be one of the exceptions. But he is balanced by Chuck Jacobs. 18

13. I feel kids do help one another with math, but their attitudes could improve with some more structured program. 15

14. To my knowledge there has been only one experiement of any consequence: the one motivation vs. time. The bowling, statistics keepers aren't that new for you. The kids seem eager to experiement, and I'm sure there have been other less sophisticated ones. 12

15. To date none of your students has been involved in working with elementary students. 0

16. To date no high school volunteers have worked in your classes. 0

17. Your classes are taking field trips on "a fairly regular basis to show math in action." Three last month! 16

18. The percentage of students who claim math as their favorite subject continues to rise mainly because of you and the good job you are doing. 18

19. You are one of the hardest working teachers I know. On many days I see you as early as 7:30 a.m. and as late as 5:30 p.m. There is no question that students think of you as cheerful, helpful, and "the teacher" as well -- and you're getting warmer! 19

20. You have not made good use of the V.T.R. 0

21. You have developed a very honest rapport with kids. Our experiences with David Schneider was proof. 19

April of 1974

Teacher E: The "Me-Now Teacher" From The Principal's Perspective

1. You are giving much thought to making your assignments relevant for students. You have involved your students in self-evaluation, planning activities, numerous field trips, pre-school programs, guest speakers, fashion show, and individual instruction; these have all helped make your class work more relevant. 17

2. Student feedback from your typing and home ec. classes indicate that they are very pleased with the way you correct work and get it back to them. 17

3. You have made a special effort to communicate with parents and students when problems have arisen. You have praised many students and their parents which has brought much satisfaction to students and parents. 15

4. You are consistent in the handling of student discipline problems which has produced positive results. Students know better where they stand, and your discipline referrals have decreased as a result. 16

5. You have improved your advanced planning which has had a positive result on ordering films and having them available for learning activities. 16

6. You have used numerous resource people including fashion designers, parents and other specialists which have complimented learning. 13

7. You are lecturing less, and the kids are learning more through great individualization of instruction. Your 6th period class and the program that you have set up with them is good evidence. 17

8. Your hard work and commitment to student evaluations has maximized progress and minimized hard feelings any student may have had toward yourself. The day to day self-evaluation check list that you have used in typing and home ec. has increased your confidence in evaluating students fairly and honestly. 19

9. You are praising students and fellow teachers substantially more this year than ever before; you have helped to reinforce many positive feelings in many people. 16

10. Numbers 1, 3, 8 and 9 above are definite indications that you "like kids" very much. 18

11. You go to great lengths to treat your students fairly and to respect them as individuals and students. Your actions and attitudes toward students such as Danny Norman are evidence of this. 20

12. You seem much happier and satisfied with your classroom teaching this year. You seem to be having more fun in teaching kids. Your comments to me and fellow teachers and the classroom activities which I have observed are proof. 17

13. Same as no. 11. One reason kids respect you so much is because they know they have your respect. 18

14. You have utilized your creative potential to a greater degree this year the many projects and activities and the way they have been implemented has encouraged more creativity on the part of your students. 13

15. The fact that you have had few motivation problems with students this year reveals that you know how to motivate most students. You have tried some different ideas, which we have discussed, and you have increased your reading and exploration of motivation theories. You're participation in the in-service on affective education has also been helpful. 15

16. You have been highly cooperative with other teachers in sharing ideas and combining resources. The gingerbread with Ms. Liedike, you're great involvement with Mr. Finan and the play, and making the choir robes for Mr. Maglischo are all positive actions which show your cooperation and helpful attitudes. 20

17. Numbers 1, 3, 6, 7, 9, 10, 11, 12, and 14, help explain your success in helping kids to enjoy learning. 17

18. This year you have done much more advanced planning and coordination of student activities. You also seem to be a better informed staff member. Your personal calendar has also been helpful. 17

19. You have helped students understand that responsibilities go with privileges; fewer students have taken advantage of their privileges in your class this year. I have heard no complaints this year regarding your students being out of class with out permission. 18

20. You have increased individual instruction based on student needs. To date no student in your class is failing. You have expressed satisfaction to me on several occassions that students are trying in your class. 17

21. You involvement with the Future Homemakers club, student evaluation system, and in common planning all indicate that you feel a responsibility to the total school for improving student learning. 18

22. In the last four months you have not mentioned the problems which you have with several students, who had negative feelings toward you and your class. The fact that you have not mentioned them might mean that you have forgiven the students. 17

23. You are now involved in a student feedback project to discover how students feel about you. One of the questions to which you want feedback is,"Do you think I'm fair?" You are sensitive in trying to be fair to students. I feel you are succeeding. 18

24. You seem to be keeping current on your subject area. Your participation in curriculum projects and in teaching an adult education class have certainly helped. 16

25. Your home ec. room and typing room look to be neat, clean and in good order. 17

26. The home ec. students have been involved in keeping the room, equipment and utensils in good order. The station system, I think, has been used to good advantage. 16

27. Even though you have to go from one building to another, you have improved considerably in arriving earlier to class. 15

28. The new student evaluation system has made it easier for you to be open and honest with students and their parents regarding student behavior and academic progress. See number 3 above. 18

29. Your improved personal organization, advanced planning, and your improved communication with students regarding what is expected of them has helped students become more respectful of themselves. 15

30. Your are setting a good example for students. Your tolerance level and your general manner in dealing with students has improved considerable since the beginning of the year. 17

31. See numbers 4, 28, 29, and 30 above. 15

32. Your enthusiasm level for students, home ec., typing, and the school in general has encreased considerably. 18

33. You have added excitement, and creativity to your classes. There has been a great change of pace from week to week and unit to unit increased field trips, guest speakers are examples of your success. 16

34. You have proven yourself to be highly competent in both home ec. and typing. 19

35. You have increased your tolerance, understanding, and compassion for many individual students in need of "teacher understanding." 18

36. Student feedback indicates that most of your students are having fun in typing and in home ec.; they feel very comfortable with you as a person and as a teacher. 17

37. See numbers 3, 4, 9, 11, 22, 23, 28, and 35 above. 17

38. Terri Billen, Mike Bonger, Danny Norman, and Mitch Casados are good examples whom you have helped believe more in themselves. 18

39. You have certainly involved yourself in many school activities ranging from the school play to the girls football game. 18

40. See 15 above. You could make better use of the counselor. Occasionally, you have waited to long or taken to much for granted in trying to understand a student. 15

41. Even though you have become more concise in oral communication, you could still improve your communication by being more concise. 12

42. You show an opening to studen suggestions. Never the less, you could encourage more student suggestions and opinions, which I feel would bring you more satisfaction. 17

43. See numbers 2, 5, 6, 21, 24, 25, 26, 27, and 29 above. 15

44. You seem much happier with the kind of control that you have over your class. Your controls seem fair, reasonable, and they are respected by most of your students. 18

45. Your participation in the affective workshop, the questions which you posed on the "student feedback questionnaire," and your concern of meeting individual student needs all reveal a genuine interest in the total student. 17

46. You have become less concerned with memorizing and more concerned with internilized learning. Your student activities, lesson plans, and general approach to teaching are evidence of this growth. 17

47. All of the above are an indication that you are a most human person! 19

APPENDIX H

The "Me-Now Teacher" From The Teacher's Perspective
(Completed in March and April of 1974)

March of 1974

Teacher A: "Me-Now Teacher" From Teacher A's Perspective

1. I feel generally good about my progress in regards to this aspect of my performance. That is not to say I am completely satisified; I do not believe I am coming across as well with those classes in which students are working on an individual basis. 17

2. In the area of organization I started off real well. In respect to classroom management I am continuing to do well. With respect to lesson planning I have not been consistent; I am very dissatisfied with my performance in this area. 14

3. I am particulary pleased with my progress in this area. I do however, continue to have problems and most generally with students who have been with me a long time. I do not believe that many of my students would say that I am unfair. 17

4. I do believe the humor I display is more appropriate and less misconstrued. 17

5. I believe I have the respect of the majority of my students. There are some however, that I have my doubts about and about which I feel particulary bad. 16

6. I am pleased at the respect my fellow teachers have for me, and I understand what I must do in order to retain it. 19

7. I have tried to be more sensitive to the needs and concerns of others, but aside from students I cannot say that I have given or shared my time much with others. 16

8. With certain students, with certain classes I feel to a small degree successful in the area of motivating students. However, there are some good students who started the year doing well and are now performing unsatisfactorily; there are some students who started out performing at a low level of intensity and are continuing to do so. 14

9. I do take a sincere interest in the problems of students. But so often my concern is followed by frustration. So often I feel the lack of skills and time to be of any worthwhile assistance. 16

10. I take an interest in student affairs. Mostly I am able to help by encouraging students to participate and by supporting and commending their efforts. 18

11. I am certain that I do not lack totally the ability to be creative. More initiative is required on my part. In addition to be a dreamer of ideas I need to act on them. 14

12. From the very beginning of school I have been trying hard to be more successful in this area. I believe I am. 17

March of 1974

Teacher B: The "Me-Now Teacher" From Teacher B's Perspective

1. I have made some progress in this area, especially in the area of movies and physical items that relate to the subject matter. 14
2. I think that my sarcasm, or what I thought was sarcasm, has changed to just being myself and I don't think I'm really to sarcastic any longer. 16
3. I am more exciting in my approach and presentations, but more consistency is needed. 13
4. I have improved in this area, but not to the extent that satisifies me. 10
5. I have used different techniques in handling discipline. I have worked with the principal in handling special cases, and have used a more planned method of handling most cases. 15
6. I'm keeping a better records as far as tardiness is concerned and have developed a reputation as handling these types of problems efficiently, consequently reducing the need for this type of record keeping. 16
7. I have failed miserably in this area. 5
8. An improvement has been seen in this area, I support other school functions as much as anyone else, and as much as my time permits. 14
9. I teach more basic skills to all levels of students including lower level grades. 15
10. I have improved greatly in this area and my organization and timing supplement my teaching greatly. 18
11. I feel much better this year about helping all succeed in tech arts. 16
12. I am challenging the better students in my classes. 15
13. Yes, great improvement has been achieved in this area. I can honestly say that I have not lost my temper once this year. 17

14. I have not been involved with a work crew yet, but I am planning for work crew this spring. 12

15. Same as 14

16. I do offer ideas and suggestions, when I have something worthwhile to offer. 14

March of 1974

Teacher C: The "Me-Now Teacher" From Teacher C's Perspective

1. I believe more teachers on the staff know me better since the workshop and through my daily efforts to communicate with them. I have rated myself about the same on this however, because basically my communications with them could be better and more thorough. I find however, my time is limited even in the mornings with planning and keeping up with things. 18

2. I believe that student communication with me is steadily improving. I have been trying some techniques in this area. For example the students now are going to decide what order the songs will be played, and what they are going to wear for the concerts. I figure this will give me a chance to listen to them and discover their values and impressions. 15

3. I am gradually working the mechanics of counting rhythm patterns, identifying musical symbols and notes, into the class instruction. I will begin more work in pop and electronic music since general music classes have begun. Students are responding to it in an enthusiastic fashion. 13

4. I now believe I have gotten on top of the extra curricular activities. I have to admit, these next few weeks will be a challenge, but I'm ready for it. I think I have now gotten use to the fact that students will miss class for more worthwhile activities from time to time. 19

5. I think I'm now more relaxed talking with the principal about my classroom conditions and relations with the staff. I'm still not visiting the principal enough because I just don't think about seeing the principal that often. Some of the time, I believe the principal is a little busy with other teachers and administrative tasks. 15

6. So far this year, I believe I have made good progress in controlling my temper. I've tried to control my emotions and replace them with kindness and patience. With some of my hard discipline problems I tell them, one to one, that I won't bother them, that I'll just be watching them, and that they are responsible for their behavior. 16

7. I believe the band and chorus is experienceing many forms of music this year. For example the chorus is ranging from Canadian folk songs to the latest John Denver hit. The band is ranging from 17th century music to current pop hits. They are really enjoying it because I have given them a choice also. 18

8. So far this year I have had a speaker and demonstration in guitar, I have taken the band to a sound studio, and also have taken a large number of students on two Denver Symphony Concerts. Since I did not use the field trip last year (only when required) I feel I have made some progress. I plan more field trips in the future for all of my classes. 8

9. I have found that because of the subject matter in chorus and band, I'm somewhat forced to teach a more disciplined class, but in classes such as guitar and general music, the students are relaxed and encouraged to go on at their own pace and direction with respect to home assignments and classroom projects. 13

10. I don't believe I have encountered any major problems so far in using the school procedures for ordering materials etc. I think what has been my downfall is keeping up with the number of different accounts. Also I'm puzzled as to why the music department cannot charge for concerts. I've been told why, but I don't go along with that. For example why can the English department charge for plays, etc. 19

March of 1974

Teacher D: "The Me-Teacher" From Teacher D's Perspective

1. Although my speaking and communication skills are not perfect, I feel I am becoming much more proficient in this area. 18
2. I am pleased with the way I have been able to control my emotions; I am in control 95% of the time. 19
3. Math is exciting some of the time; most kids don't "mind" math and a few even look forward to it. 15
4. My room is in order 95% of the time. 19
5. I have varied my presentations by using films, overhead projector, a few filmstrips, one guest speaker. 16
6. The class atmosphere is improving but the room could still use more posters, more frequent change of bulletin boards, etc.! 14
7. By the use of games, puzzles and varying my teaching methods, class has become more interesting for many kids. 18
8. Class rules are fair and students are treated as fairly as its possible for me to treat them. 19
9. The balance of change and routine is rapidly approaching what I consider desirable.
10. I have developed a much better personal management system; memos and other notices are usually taken care of promptly. 19
11. I am always trying to make routine work more enjoyable for kids. 14
12. Individualizing and grouping students is helping me to reach kids at all math levels, but I should spend more time challenging the "brigher" kids. 17

13. Kids are more eager to help each other than ever before. 18

14. I do a lot of experiementing and the kids are usually eager to experiment with me. 19

15. Although our students are not yet involved helping elementary school kids. I'm thinking about it alot more. 1

16. Same comment as for 15. 1

17. We have gone on several field trips (usually to the bowling alley), but I am somewhat restricted because several trips I would like to take cannot be done during extended periods. 19

18. Several students view math as their favorite subject, most don't mind it, a few don't like math. 15

19. My energy level has been relatively high this year. Perhaps I still come across a little cool to some students. 18

20. Although I have not used the V.T.R. - I am thinking more about using it. 1

21. My resource bank of manipulative activities is continuing to grow. 17

22. My rapport with kids is an honest one. 18

April of 1974

The "Me-Now Teacher" From Teacher E's Perspective

1. Relevency of class work is a very arbitrary term: relevent to what? I have tried to sort out which work is not relevent to the needs of the students now. Those things that are meaningless now I have left out of lessons. Other things that are not relevent now but will be important in the future I try to correlate to present needs. It is probably easier to define relevency in home economics and typing than it would be in many subjects. 17

2. I have returned typing assignments more promptly this year. The typing assignments were the hang up. My criteria was vague and grading made the task of labeling each with a letter positively dreadful. Our new evaluation system has really helped me improve in this area. I now know precisely what I am looking for in weekly assignments and am able to quickly and efficiently evaluate. I have also utilized student assistants to keep records of assignments turned in. There always exceptions, but I am quite pleased with my improvement in this area. 16

3. Although I have done more in the way of contacting parents I am not satisfied that I have accomplished this goal. As I contact more parents I gain confidence and continue to work for improvement. 12

4. After three years I have reached a point where I feel completely comfortable with my attitudes on school discipline procedures. I realize the value of the procedure and follow it. My goal is to solve the problem, not to punish. I have been pleased t find that most problems can be solved by effectively handeling the first step: a private, one-to-one, honest talk with the student. 17

5. I have used at least twenty more films and tapes this year than in previous years. Ordering ahead is easy and when I realized that this was an important goal for myself it took very little effort to work in interesting AV aides. An added bonus to ordering more films was the familiarity with the film catalog. I found many resources I had not been aware of and enhanced many units with these discoveries. 17

6. I have used quite a few resource people this year and am greatly reassured of their value. I have had an architect, a student's mother (nutrition topics), a fashion show (twice), a speaker on high altitude cooking, a speaker on grooming, a coordinator of pre-school, a demonstration on making gingerbread houses, a speaker on fashion and modeling, and a nurse. All were enjoyed by the students and were interesting additions to the curriculum. 16

7. I have really minimized lectures this year. I have instead had student research and report back to the class, reading assignments,added visuals and turned it into more discussion, handed out outlines so that they could watch a demonstration and still have something to draw them back to the main points. This hasn't bothered myself or (seemingly) students all year and the solution of the problem was mostly in realizing that there was more than one way to introduce a new topic. 16

8. Since we have changed to evaluations rather than grades, I have a great deal more confidence that I am really communicating strengths and weaknesses to both student and parents. I can be very specific, and have had many experiences that prove to me that the parents supported me in my recommendations. Giving a student a C would have only confused and depressed many, but wouldn't have told them what to work on. 18

9. Praise is not only a super motivation, but is a humanistic way to treat another. If I like what a student is doing, how he is acting, what he is saying, how he looks today, I try to tell him. It always brings a smile and lifts ones self image a bit just being aware that this is a goal has caused me to make it a habit. 17

10. Sometimes the kids act so mature that you begin to forget they are kids. I have really looked into characteristics of junior high kids in myself etc. and have learned to remind myself not to be disappointed when they do something that breaks with this maturity. They are kids! And if they weren't they wouldn't really be so open and such fun to be with daily. I like them for this spontaneity and because they are people who color my life so beautifully. 18

11. I respect my students as human beings; worthy of dignity and respect. Sometimes, because they lack self-respect, they cause me to have to dig deeper to find something to respect. This year I can think about five such problems. I tried talking with them, with the counselor, and with another teacher to find out why they were showing me such disrespect. It has been long, hard and confusing to me, but I seem to finally be getting somewhere. Most of my students respect me. 17

12. By my third year I have relaxed a lot. I can react more naturally to situations in the classroom. This makes teaching more fun. As I try new (for me) methods, films, puppets, games, field trips, speakers. I find that not only do I have more fun, but so do my students. Each really fun day brings good feelings about the class which can carry through from day to day. 16

13. See number 11 15

14. I have tried more ideas this year. Competitions, experimen (finger paints, cooking, etc.), games and puzzels etc. have each added something extra to class. I have not let these run things thake the place of techniquest that were already effective, but supplemented these and added more pep to them. For example, deimonstration is a technique I use often. I made it more creative this year by adding more visuals, using film loops at times, and having students do some of the demos. 13

15. I've read some articles about motivation and have been trying to work on motivation from the stand point of getting the student so involved that he wants to find out more; improve; or whatever. I've had most success motivating students in typing and in sewing, less success in foods although (as I reflect) this has been better. I would like to read more about motivating the students who are highly involved with social life to the point of preoccupation with it. I would like to read more in general about motivation. My most success seems to come from 1) caring and showing it 2) being excited myself 3) being organized 4) being flexible 5) trying new things. 13

16. I have tried to lend support and help when needed. I have approached others with ideas and have "teamed" in some areas (math and art). I try to work on many language skills in typing. I share my room and supplies and am open to helping others. 18

17. I am fully behind any field trip, work crew, or other experience that would take a student from my class. If a student is involved in something he should be encouraged. 18

18. I have been much more organized about keeping an up to date calendar, watching the faculty calendar, having my agenda handy, keeping lists, and helping students really listen to announcements. This was a purely organizational matter that required very little other than deciding to do it! 17

19. I have some work to do on this one in certain classes. I am learning how to be consistent which seems to be the crux of the problem. I am learning to identify which students are abusing the privileges and work with them individually rather than harassing an entire class. I am still searching for the balance between being "understanding and fair" and being taken. 16

20. I have ordered a variety of books and materials on different levels for home ec. In sewing individualization is inherent. 15

21. I feel responsible not only because I want to do the best job that I can, but because I feel the students deserve the best I have. 17

22. I want to see the good in people; I dislike misunderstandings and find that forgiving others makes it easier to continue to see the good in them. 16

23. The line between fair and unfair is tenuous. It takes constance sensitivity to treat a class full of kids as individuals and yet be fair. This area is difficult to assess. I constantly try to be fair. Often I fail, and often when I'm being fair the students seem to misunderstand. 16

24. I have increased use of magazine articles, pamphlets, visuals and other current materials. I have taken inservice classes to stay current. All of this is important to help the image of home economics; to help kids realize that it is a relevent, exciting field. 17

25. Using student assistants more has improved my room organization. Organization of time is also a key. Now that I keep my room more in order, I feel generally more calm when I am there. 16

26. See number 25. 15

27. I don't think I've really improved. I still usually get to class on time but occasionally don't quite make it. I am still working on improving. 10

28. Evaluations rather than grades and gaining confidence in phoning parents are the two things that have increased my honesty in communicating with parents. As I gain skill in writing evaluations I find communication easier. 17

29. This problem has diminished this year, mostly because I have expected more in the way of responsibility. I also did a lesson on responsibility with a class that was having difficulty. 15

30. It is easier to demand certain things from students if they see that you expect them of yourself. I think it is important to set an example. 16

31. I have learned to more effectively discuss problems privately, rather than using the class time. It also helps not to have an audience; real communication is difficult in such an atmosphere. I can still work on my emotional maturity relative to discipline. 15

32. Enthusiasm is a state of mind. I am enthusiastic and hope that some of this rubs off on my students. 16

33. In some classes routine is often desirable (typing) and sewing) but breaking the routine at intervals is refreshing. I've learned to do this without breaking the continuity of learning. Numbers 6, 7, 14, and 20 show ways the routine has been broken. 16

34. I feel that I am competent and aware of the scope of home ec. I often work on my own typing skills along with the students. 18

35. Because I have improved on number 31, humilation of students is rare. 16

36. My classroom is non-threatening for students. Most seem to be able to relax; they like to come to class. 17

37. I have found that letting students know when I am happy with them generates good feelings. Honesty in others feelings is equally successful in human relationships. I am becoming more open. 18

38. Numbers 9, 10, 11, 17, and 20 are all related to helping students improve a more positive self image. This is a major goal and I try to work on it in as many areas as possible. 17

39. I am totally involved in the "spirit" of Belmont, including extra activities. I attend and support as many as driving distance will allow. 17

40. Taking the time to talk to kids outside of the classroom situation has been especially helpful in understanding the student as an entire person. Positive dialogues with other faculty members also give insight into student behavior. 16

41. I have become more aware of student reactions to direction so that I can know when they understand what to do. This allows me to avoid being too repetitious. 14

42. I am not only open to suggestions from students, but I would like to hear more. That is not to say that I would use every one, but it is helpful in planning and in personal relationships to get feedback from students. 17

43. Number 1, 5, 7, 14, 18, 24, 25, 26, and 33 all are directed at attaining this important goal. 16

44. Because of gains in numbers 4, 13, 17, 19, 20, and 31 I can keep my classes under control. They know what I expect of them and generally get involved enough in their learning that class control is not really a problem. 16

45. See number 40. 16

46. Improvement on number 1 (relevency of classwork) automatically caused improvement on this. I have also used more interesting methods to aid memorization of necessary material. 17

47. I hope that through increased caring and sharing with my students I come across to them as very human. 17

APPENDIX I

An Interview With Teacher B 141

A Personal Reaction By Teacher E 144

A Self-Evaluation By Teacher B 146

Transcript of Interview With Teacher B

Conducted by Sue Kent

1. Would you describe the process that you are now going through with the principal called "self-actualization?"

   About a year ago we started this whole process. We started by taking a very honest look at ourselves as teachers and trying to determine where we were as a teacher at that particular time. We then compared that to where we want to go in terms as the very best teacher. So we kinda established ourselves in both respects and compared the two so we knew quite clearly where we wanted to go to be what we really wanted to be. I believe the terms we used to start out with were the "Me-Now Teacher" and "The Ideal Teacher."

2. So you had a list of characteristics of the "Ideal Teacher?"

   Yes, what I thought the Ideal Teacher would be for me.

3. How did you make up that list?

   By thinking very hard about the whole -- by thinking about what I teach today, and by taking a very critical look at my curriculum. By just being more observant of myself during the day, and by just feeling what I could improve upon.

4. What did you do with the ideals and where you are at that point?

   At that point we then worked with the principal on an individual basis in terms of trying to identify and live up to what we though was ideal. Then at different times during the year we stopped and looked at these things and rated each of them on a basis of one to twenty. One was low and twenty being the very highest. We did that with the very first "Me-Now" teacher compared to the "Ideal Teacher." We came up with a number based on how to go in terms of how much we thought we could improve.

5. I would assume then that you would have a feeling that some of these super traits you would never be able to complete.

   It's possible you would never achieve them, and I don't think anyone had the highest number, but you did have a goal to shoot at that way. Through-out the year we re-evaluated and re-assigned the numbers on the ones we wanted to improve.

6. As you worked on your goals how did the principal work in as far as working together on these goals?

He would facilitate and react to my progress as well as myself.

7. When you say facilitate, what do you mean by that?

He never made it pushy for me to do these things. I wanted to do it and he left it up to me pretty much to do it on my own. He made me very at ease with this whole process, so there was never a feeling of having to do it. It was very enlightening that I could do it on my own. Lots of times it was just in the back of my head. I might not think about it for a week or so, but then it would come up.

8. Can you give the perfect example of where he acted as a facilitator to facilitate you in doing this on your own?

A number of times I remember getting memos in my box on things like "You really have the activity well planned" and "You're doing a super job" and that kind of thing.

9. To let you know that he knows things are happening?

Yes he is very observant and to me that is how he is more of a facilitator.

10. What effect has this process had on your kids in class?

I can see it in terms of their learning and in their attitudes toward the class.

11. Give me an example.

One of the goals was to be more sympathetic with students' problems in tems of their home problems, or any problem they might have rather than school. I found myself working quite closely with one that had a lot of personal problems at home. I think that I recognized this problem which was one of my goals.

12. Some of the characteristics that you talked about in the ideal teacher -- your ideal goals seem like goals that might be for people other than a teacher. Did you notice that it had an effect out of the classroom?

Well I think that I thought about it a lot, at home and always in the back of my mind. I think that that had to have an effect on my attitude toward other things than school to a certain degree. But it certainly to a large degree on my philosophy of education.

13. How was that?

For instance I feel that I should be more sympathetic to people with personal problems and now feel that is probably a part of education, a teacher's responsibility. I feel that it is now a part of my philosophy.

14. Do you feel this process could be applied to a lot of other schools as a sort of general process.

I think it could be applied to a lot of other schools. I think their has to be a certain amount of open-mindness that has to go with it and you have to consistently look at yourself and accept yourself as you are. I think you have to have a lof of self-confidence to go into it. If you go into it with a negative feeling about yourself, low confidence level, your reaction to it could be very determintal. I don't think every person could do it.

15. Has this process established a closer relationship between you and the principal? Do you think this has had an effect on the way you see yourself as a teacher?

Well I certainly think it has enhanced our relationship. I have always been very honest with him and he has been honest with me.

A Personal Reaction To The Self-Actualization Process

By Teacher E

The process of "self-actualization" has been of great benefit to me. So often we weach a certain level of functioning in a careere and float there, never question our personal goals: "I do my job, I don't cause unnecessary "waves" I follow the perscribed curriculum, keep students under control, and don't hassle anyone." This kind of teacher could go unnoticed at best and at worst be praised as a model in the profession.

Following this process has moved me beyond the type of self-satisfaction described above. First, it has given me a chance to examine what qualities I felt would be desirable to achieve for professional growth. With these goals in mind, I had to honestly decide where I was. Zeroing in on problem areas is probably easier than identifying strong areas; both are equally important for proper focus. The second step helped me to sort out which goals were sincerely important to me and which had been listed because of a pre concieved idea of what a teacher should be -- based on my past.

Looking at ones self is beneficial, but veing able to see how you appear to another, especially to the "principal teacher" adds another dimension. Throughout the process you are aware that this is only done to help you reach your goals, not to expose your weaknesses or to be judged. The honest communication with the principal generally added to my effectiveness as a faculty member, aside from all the other goals.

Probably the major outcome was my realization of the importance of affective goals. Sensitivity to feelings of others, sharing of feelings, general inter-personal relationships came up again and again in our dialogues.

My creative output has been increase through this process. But, like opening a door, just a crack, I now realize how much more I can do, even though I've done more than ever before.

Reading over Maslows characteristics of a self actualizing person I found that the process has brought me closer to my ideals. I am now more self directed. It is as if a switch had been turned on inside me so that I will continue to question and to look for ways to grow.

My analysis of this process seems, so far, to be more of a plaudit than a critique. That is because of the personalities involved. It would not be fair to say that this would be so well accepted in all cases. There are some specific variables other than just following the steps, that allowed it to be successful for me.

The teacher must really want to improve; it cannot be done just to please someone else. She must have confidence that the principal has honest motives; that his goal is to help her reach her own goals. There must be mutual trust and respect. Both parties must be willing to spend the time it takes to follow the entire process.

These sound quite obvious, but I feel that they cannot be underrated, if the process is to be successful.

TEACHER EVALUATION SUMMARY

School Year
19 73 19 74

PROBATIONARY
TEACHER

First Semester ______

Second Semester ______

SCHOOL Belmont Junior High

TENURE TEACHER X

Name Teacher B
(Last) (First)

Technical Arts
(Grade or major subject(s) taught)

*A. COMMENDATIONS: Teacher B has become more sensitive to the value of long range planning this year. He has better utilized films and visual aids because of better planning and planning techniques. He has added excitement to the classroom by utilizing his ideas and creativity and seems to create a good atmosphere for learning by his informal and relaxed approach to relating with students.

He has concerted much effort in working with students who have learning deficiencies using different learning methods and behavioral modification techniques.

Teacher B has also been interested in affective education, and has made an effort to make his classes more affective.

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*B. RECOMMENDATIONS: Teacher B could still sharpen the quality and skills used in planning. More utilization of the community and guest speakers could also be advantageous to the technical arts program.

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*C. AREAS OF CONCERN THAT MUST BE IMPROVED:

*Draw a line after the last comment in each section

Jefferson County Public Schools

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